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STUDENT REPORT

WEIGHTED SCHOLARSHIP SELECTION MODEL

MAJOR MARION E. CALLENDER, JR. 86-460

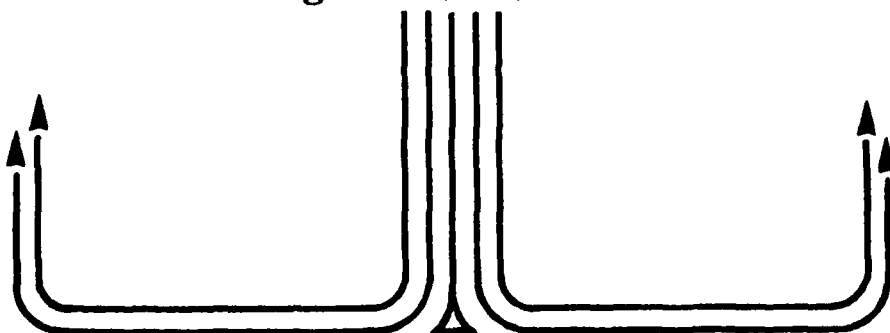
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REPORT NUMBER 86-460

TITLE WEIGHTED SCHOLARSHIP SELECTION MODEL

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Submitted to the faculty in partial fulfillment of
requirements for graduation.

AIR COMMAND AND STAFF COLLEGE
AIR UNIVERSITY
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<p>The Air Force convenes selection boards to identify individuals to receive AFROTC 4-Year Scholarships. Selections are made using selection boards on a national basis. This study reviews initial results of research designed to test the feasibility of using a weighted scholarship selection model as a management tool to monitor and assist scholarship selection boards. A survey was developed to determine which items in the scholarship selection folder influenced the board members the most. The results of the survey were compared with two separate groups. Predictive accuracy is most precise for those cases in the low and the high score areas and less accurate for any falling near the selection cut-off. Suggestions were made for refining the scholarship selection model to support future scholarship selection boards and improve selection reliability with a reduced net workload.</p>			
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PREFACE

The weighted scholarship selection model was designed as a management tool to assist the Air Force Reserve Officer Training Corps Headquarters to mirror the 4-Year Scholarship Selection Boards. This process was not intended to replace the human element, but assist in reducing the time expended in the scoring of the applicants. In addition, this helps to ensure that the best qualified individuals are awarded scholarships. This study reviews the development of a selection board survey and the application of the survey results to a selection hierarchy.

The author would like to thank the following people for their assistance in this project:

Mr Charles Locklin of the Air University Computer Science Division, for his patience and the processing of the computer data necessary to develop the model and its analysis.

The staff of the Air Force Reserve Officer Training Corps 4-Year Scholarship Branch, for their assistance with background information and technical advice.

Last, but not least, Major Jerry B. Warren, ACSC faculty, for his assistance and guidance throughout the project. Also, for sharing with me the philosophy . . . A is greater than B; however, in life B comes out on top.

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ABOUT THE AUTHOR

Major Marion E. Callender entered the Air Force in 1966, as an airman. After completing basic training at Lackland AFB, Texas, he was assigned to Pope AFB, North Carolina. In 1968 he was reassigned to Tan Son Nhut AB, Republic of Vietnam, as an advanced combat preparedness instructor. Upon returning to the United States, he was assigned to Laredo AFB, Texas, as a training specialist.

In 1971, Major Callender was selected to be a member of the U.S. Air Force Aerial Demonstration Squadron; the "Thunderbirds". In August 1974, he entered Officer Training School at Lackland AFB, Texas, and was commissioned in November of that year. His first commissioned assignment was as a personnel officer, at Nellis AFB, Nevada.

He was next assigned, as an Air Staff Officer, at the Air Force Manpower and Personnel Center (AFMPC), Randolph AFB, Texas. In 1980, he was reassigned as the Deputy Commander and Chief of Operations of the Military Entrance Processing Station (MEPS) in Boise, Idaho. After this assignment, Major Callender was assigned as the Associate Professor of Aerospace Studies for the Air Force Reserve Officer Training Corps at Central Washington University in Ellensburg, Washington.

During these last four assignments, Major Callender was involved in various parts of the Air Force selection process. First, as the recruiting liaison officer for Nellis AFB, and second, as an Officer Training School selection board member while stationed at AFMPC. His next involvement was as an officer selections counselor while at MEPS Boise, and most recently as an AFROTC Detachment Recruiting Officer in Washington.

Major Callender graduated from the Personnel Officer's Course at Keesler AFB, Mississippi, in December 1974. He is a graduate of Squadron Officer School, and Academic Instructors School, both at Maxwell AFB, Alabama. He holds an undergraduate degree in management and a Masters of Business Administration from Golden Gate University of San Francisco, California.

Major Callender is married to the former Leslie Ann [REDACTED] of Las Vegas, Nevada. They have one son: Michael Earnest.

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EXECUTIVE SUMMARY

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REPORT NUMBER 86-460

AUTHOR(S) MAJOR MARION E. CALLENDER, JR., USAF

TITLE WEIGHTED SCHOLARSHIP SELECTION MODEL

I. Purpose: Determine which items in the AFROTC 4-Year Scholarship Selection Application that influence selection board members the most. To develop weights for the data items and apply them to a selection hierarchy.

II. Problem: Presently, there is not a system that can be used to confirm or verify the results of scholarship selection boards. While the selection boards identify individuals to receive AFROTC 4-Year Scholarships, it is a labor intensive process resulting in less than 50% of the applicants actually receiving a scholarship. With additional reductions of monies in this area it is even more important to ensure that only the best qualified individuals are selected.

III. Data: Research was conducted into the different types of surveys and a Scholarship Selection Board Survey was developed. This survey was administered to the November 1985 AFROTC 4-Year Scholarship Selection Board. The results were computerized and compared to the same data items of a success group and a sample applicant group. From this data, and background from other selection programs, a selection hierarchy was developed. Weights were applied to the selection hierarchies and the results were compared with the results of the November 1985 board.

CONTINUED

IV. Conclusions: Determination can be made regarding which items in the selection folder have the most influence on AFROTC 4-Year Scholarship Selection Boards. In addition, when weights are applied to a selection hierarchy, the board results can be tracked and verified. Predictive accuracy is most precise for those cases in the low and in the high scoring areas.

V. Recommendations: The Scholarship Selection Board Survey should be administered to several successive selection boards and a data base developed. When this is accomplished, a policy panel should be convened to interpret the relative importance for the items selected. Weights could then be applied for the activities of the individuals meeting a particular board. When this is accomplished the scholarship selection model (WSSM) may be used to assist in verifying the board results. In addition, the WSSM could be used in the identification of the top and bottom scholarship applicants. This information would be applicable in determining national order of merit for individuals that receive the same board score.

Chapter One

INTRODUCTION

Today, with the ever increasing budgetary limitations imposed by Congress on military spending, more emphasis than ever is being placed on finding ways to maximize the return on training investments (8:--). Over the years, a great deal of attention has been focused on decreasing training costs by developing techniques to select individuals for training programs who are most likely to succeed (12:5). The selection of personnel is a complex process which involves the matching of many factors such as abilities, aptitudes, motivation, interests, and personalities of the applicants against the requirements of the position. A prime objective of the selection process is to identify successful performers prior to their actual performance of the task.

This research study deals with one of the Air Force's training selection programs; the Air Force Reserve Officer Training Corps (AFROTC) 4-Year Scholarship selection process. The impetus is to determine the feasibility of using a computer model to verify the scholarship selection board results.

The report is broken down into five additional areas. Chapter Two is a look at the AFROTC 4-Year Scholarship program eligibility and how selections are presently made. Chapter Three covers the development of the survey which was administered to the November 85 Scholarship Selection Board. Chapter Four deals with the development of the selection hierarchy and application of weights for the selection folder documentation. The choice of an applicant sample group, application of the hierarchy, and three other selection programs are also explained in Chapter Four. The results, comparisons, recommendations, and uses are provided in Chapter Five.

If determined valid, the weighted scholarship selection model (WSSM) could potentially be used to aid in maximizing the scholarship budget. This could be accomplished by assisting selection boards with their decisions, potentially reducing the number of board members required, and assisting in the successful prediction of individuals applying for scholarship.

Chapter Two focuses in detail on the scholarship eligibility criteria, application process, and how selections are made today.

Chapter Two

THE SCHOLARSHIP PROGRAM

During my tenure as an AFROTC Detachment Recruiting Officer, I encountered individuals who believed AFROTC scholarships were available to everyone who wanted one. They were surprised when I informed them of the eligibility criteria, selection process, and obligations of the 4-year scholarship recipients. The purpose of this chapter is to discuss each of these areas as well as the application process.

BACKGROUND

The AFROTC scholarship program was established by Congress in 1964. Four-year scholarships are awarded to high school seniors who will be attending college full-time for the first time. Each year approximately 15,000 individuals apply for the 1,200 4-year scholarships. Selections are made on a national level (21:--). For the most part, the 4-year program is intended for students pursuing engineering degrees. Approximately 80% of the scholarships awarded are in the engineering disciplines, 18% in science, and 2% in other non-technical majors (7:4).

ELIGIBILITY

To receive a 4-year scholarship, an individual must meet the basic criteria listed below:

1. Be a U.S. citizen by October of their freshman year of college.
2. Graduate from high school or hold an equivalent certificate.
3. Be at least 17 years old by October 11th of their college freshman year.
4. Be under 25 years of age on June 30th of their graduating year from college (can be adjusted for prior active-duty military personnel).

5. Not be (or have been) enrolled as a full-time student in a junior college or university (7:2).

In addition to the above eligibility criteria, applicants must have three additional qualifications. The first is to have achieved a high school grade point average (GPA) of 2.5 on a 4.0 scale. Second, be ranked in the top 25% of their high school class. Third, achieve a minimum of 1,000 on the Scholastic Aptitude Test (SAT) with at least 500 for math and 450 for verbal. Equivalent scores are needed if the applicant has taken the American College Test (ACT) in place of the SAT. The ACT minimum scores are a composite of 23 with a minimum score of 20 in math and 19 in english (7:2). When ACT scores are provided they are converted by AFROTC (22:--).

OBLIGATIONS

Individuals that receive 4-Year AFROTC Scholarships are obligated in the following seven areas:

1. To enroll in the academic area in which the scholarship was offered.
2. To enlist in the Air Force Reserve and enroll in AFROTC beginning with the fall term of their freshman year.
3. To complete one course of college instruction in a major Indo-European or Asian language.
4. To satisfactorily complete a 4-week field training encampment.
5. To complete the 4-year AFROTC program.
6. To accept a commission as an Air Force officer.
7. To serve 4 years on active duty (7:3).

Exactly what sparks an individual to apply for an AFROTC Scholarship is beyond the scope of this study. Regardless of the reason, when it is determined they meet the eligibility criteria and are willing to accept the obligations, the next step is to prepare an application. This application becomes the basis of their selection as discussed in the next section.

SELECTION PROCESS

The selection process is multi-faceted and consists of four steps. As stated, it begins with a desire to be an Air Force officer. The second step is to meet the academic standards described previously. The third step is the preparation of the

documents for the selection folder. These documents are used in the fourth step by a national selection board to evaluate applicants who may ultimately be awarded a scholarship. The selection folder and selection process are discussed in the next two sections.

Selection Folder

The selection folder is the documentation used by the selection boards to evaluate and score the individual applicants. As a minimum the selection folder contains the six primary documents described below.

One of the fundamental tools used in evaluating the applicant is the 4-year Scholarship Application (DD Form 1893). A copy of this form can be found in Appendix A. The most lengthy of the forms, the DD Form 1893, contains just under 1000 pieces of information and is broken into four parts. These include the applicant data, educational information, scholastic record, athletics and extra-curricular activities. The information on the student's activities is verified by a school official.

A second evaluation tool is the AFROTC Form 102 which is the high school Statement of Recommendation. On this form, school officials rank the applicant in eight areas to include motivation, industry, initiative, influence and leadership, concern for others, responsibility, integrity, and emotional stability. Where possible, it is requested that five to eight teachers rank the individual in each of the categories. Also, the backside of this form allows for comments in general and a recommendation about the applicant's motivation. In addition, if the individual participated in Junior ROTC, the instructor is asked to comment on the individual's suitability for military service.

A third instrument which is used is the USAFA Candidate Evaluation/AFROTC 4-Year Scholarship Evaluation (USAFA/AFROTC Form 1). A sample of this form can be found in Appendix A. This form documents a personal interview of the individual by a local Air Force representative. Also, the interviewer rates the applicant on a scale of 1 to 5 in the areas of self-confidence, human relations, planning and organizing, communicative skills, leadership, and motivation towards the Air Force. The interviewer also makes an overall recommendation on the same scale. Each applicant provides a paragraph as to why he or she wants to join the Air Force. In addition, the USAFA/AFROTC Form 1 is reviewed by the AFROTC detachment commander having administrative processing responsibilities for the applicant.

A fourth document contained in the application folder is the AFROTC 4-Year Scholarship Data Entry (AFROTC Form 101). A copy of this form is located in Appendix A. This form is completed by the

AFROTC headquarters staff upon receipt of the composite ACT or SAT scores. In addition, the individual's math and verbal scores are put into the AFROTC data bank. The AFROTC Form 101 also contains the applicant's two academic major preferences.

In conjunction with the above forms, the selection folder contains an official high school transcript. This lists the courses taken by the individual and the grades received for each course. Also, a class ranking often appears on the transcript.

The selection folder also contains three Standard Answer Sheets (AU Form 4) which are used by the selection board members to document board scores given to each applicant. Upon completion of the board, these forms are used to enter the individual board scores into the AFROTC computer data bank to facilitate the national order of merit.

In addition to the preceding, it is not uncommon for AFROTC to receive letters of recommendation, copies of awards, photographs, or other information pertaining to scholarship applicants. These items are made a part of the selection folder and are given to the selection board which is discussed in the following section.

The Selection Board

Scholarship selections are made by special boards convened at AFROTC Headquarters. To assist in the understanding of the operation of a selection board, the in-briefing and training process of the November 1985 board was observed. A detailed description of the procedures followed by the selection board is not required here, but a general description is given.

The AFROTC 4-year Scholarship Selection Boards consist of a president, a recorder, and at least two three-member panels. These are made up of individuals in the position of Professor of Aerospace Studies (PAS). They are predominately colonels and lieutenant colonels, with a few majors. The recorder, who is the only individual not a PAS, is detailed to the board from AFROTC Headquarters staff (22:--).

Officers selected for the board may or may not have previous experience in making evaluations of this nature, yet, they are familiar with some of the documentation. The board is briefed on its mission, operation, and documents available for making decisions. Following the briefing, the board evaluates a set of sample records as a trial run. The purpose of the trial run is to assist board members in establishing a standard which they will evaluate the scholarship applicants against. The trial run records are carefully selected to cover the range of applicants. This training exercise allows the board members to become familiar with the selection process, and most of the documents they may

encounter in evaluating applicant records. Additionally, the trial run allows the members to set standards for consistent selection (21:--).

During the training, consistency is stressed to each of the participants. The relative weight of any particular area is left to the discretion of the individual board members. However, the breakdown into the categories of Academic Ability, Whole Person Evaluation, and Personal Appraisal in Figure 2-1 is suggested (21:--).

Whole Person Evaluation	Academic Ability	Personal Appraisal
Athletics School Organizations Community Involvement Leadership Military Parent Work History JROTC/CAP Membership	SAT/ACT Scores (Math Emphasized) Class Rank or GPA Math & Science Difficulty of High School (Selective Admissions, Honors Courses)	School Recommendations Air Force Interview Other Recommendations

Figure 2-1. Scoring Areas

The number of panels needed by a particular board is determined by the number of records being screened. Historically, a panel can score approximately 700 to 750 records per week. Accordingly, the number of panels required is determined by the AFROTC Registrar prior to each board. Each panel evaluates applicants according to the whole person concept and officer potential (22:--).

Records are distributed to the panels on a random basis. The records are rated by all three panel members, and the applicant's score is obtained by summing the three individual ratings. The members score records by secret ballot in five-point increments on a scale from 0 to 100, but for practical purposes, a range of 55 to 100 is common. The sum of the scores of the three panel members becomes the individual's selection score. Whenever there is more than a 10 point disagreement between two board members, the record is discussed between the members. When this significant disagreement can not be resolved, the board president has the record scored by a different panel (21:--).

After all of the records have been scored, they are numerically ranked according to each panel. These rankings are used to determine a national order of merit for the board. The scholarships are awarded based on the number of scholarships available to the respective board. The scholarships are distributed, on a

pro-rata share, to each panel based on the needs of the Air Force from the academic majors in Figure 2-2. Boards are held in November, January, and March of each year, and at the conclusion of each board, applicants who are not competitive are released from further consideration. The individuals not selected by the November and January boards are referred to the next board (22:--).

Engineering Majors	Science Majors	Nontechnical Majors
Aeronautical Aerospace Architectural Astronautical Civil Electrical Industrial Mechanical Metallurgical Nuclear Systems	Architecture Computer Science Mathematics Meteorology Physics	Accounting Business Economics Management

Figure 2-2. Academic Majors

Summary

The scholarship program consists of evaluations based on the individual's application which provides information pertaining to academics, leadership experience, extracurricular activities, and work experience. This information, combined with evaluations from personal interviews and high school officials, is used to determine scholarship selection. Which of these items has the most influence on the selection process is one of the main thrusts of this project. The items in the selection folder were developed into a survey to determine which, if any, influenced the board members. The development of the survey is the subject matter of Chapter Three.

Chapter Three

THE SELECTION BOARD SURVEY

INTRODUCTION

The most common method of obtaining data about attitudes, opinions, and behavior of individuals is the survey (6:4). One of the reasons for the survey's success is that it combines the age old method of obtaining information by asking questions with the 20th century computerization capability which allows a randomly selected group to represent a much larger population (6:1). The first step in developing a survey is to determine the purpose (16:13). Once this is accomplished the actual survey can be developed. The survey development process is broken down into three plans: the Data Collection Plan, Data Reduction and Reforming Plan, and the Data Analysis Plan (16:13-16). Each of these plans, and question development, will be discussed under Survey Development followed by the Survey Administration process.

SURVEY DEVELOPMENT

Purpose

The purpose of the selection board survey is to obtain opinions regarding which item or items about an applicant influenced the ratings of the individual board members. A hypothesis of the survey was not to reject one item, or set of items, but to determine relative weight. With the purpose determined, the next step is to develop the survey plans.

Data Collection Plan

The function of the data collection plan is to ensure that the data collected supports the purpose, and is in the right amounts (16:13). It deals with the development of the survey, not the administration itself. Each of the items in the selection folder were separated and identified as potential survey question areas.

The next step was to review the information under the Data Reduction and Reformatting Plan.

Data Reduction and Reformatting Plan

In survey development, the purpose of the data reduction and reformatting plan is to make sure only the pertinent information is requested, and to design the flow of the survey questions (16:14). This process indicates the amount of reformatting that will be required in the analysis phase. It was projected that a great deal of information was to be collected; therefore, the majority of the questions were designed to be used with automatic data processing sheets. It was during this phase, that the information extracted from the applicant folder was reduced and divided into major categories. These categories are listed below.

DD Form 1893:

- I. Academics
 - a. Grade Point Average
 - b. Class ranking
 - c. Honor roll
 - d. National Honor Society
 - e. National Merit Scholarship Semi-Finalist
- II. Student Government Offices Held
 - a. Student Council
 - b. Class Officer
 - c. School Club
- III. District, State or National Organization
 - a. National Convention
 - b. State Convention
 - c. District Convention
- IV. Musical Achievements
 - a. Orchestra
 - b. Band
 - c. Chorus
- V. Individual Awards
 - a. National
 - b. State
 - c. District
- VI. Boy/Girl Scouts of America

- VII. Publishing Experience
 - a. School Paper
 - b. Year Book
 - c. School Magazine
- VIII. Dramatic Experience
 - a. Three Act Play
 - b. One Act Play
 - c. Dramatic Contest
- IX. Public Appearances, Debates, Etc.
 - a. Debating Team
 - b. Honorary Speeches
 - c. Master of Ceremonies
- X. Paid Work (Average Weekly)
 - a. None
 - b. 9 hours or less
 - c. 10-20 hours
 - d. 20-30 hours
 - e. More than 30 hours
- XI. Pilot or Radio Operator Experience
 - a. Private Pilot
 - b. Commercial Pilot
 - c. Radio Operator
- XII. Athletics
 - a. Participation on School Teams
 - b. Varsity Letters Earned
 - c. Varsity Team Captain or Co-Captain for Entire Season
 - d. State or Conference Record Holder
 - e. All-City, District or Conference 1st Team Only
 - f. All-State or All-American High School 1st or 2nd Team
 - g. Student Manager or Trainer of School Team
 - h. Participation on Non-School Teams
- XIII. Junior ROTC Program
 - a. Air Force
 - b. Army
 - c. Navy
 - d. Marines
- XIV. Other Organizations
 - a. CAP
 - b. NACC
 - c. Other

USAFA/AFROTC Form 1:

- I. Self-Confidence
- II. Human Relations
- III. Planning and Organizing
- IV. Communicative Skills
- V. Leadership
- VI. Motivation Toward Air Force
- VII. Overall Recommendation
- VIII. Military Service of Parent or Guardian

ROTC Form 102:

- I. Motivation
- II. Industry
- III. Initiative
- IV. Influence and Leadership
- V. Concern For Others
- VI. Responsibility
- VII. Integrity
- VIII. Academic Profile
- IX. Recommendation

With the information reduced and divided into categories the next step is data analysis.

Analysis Plan

The purpose of the analysis plan is to ensure that the information produced either rejects or supports the hypothesis. In this plan, the type of statistics which will be used to evaluate the data is determined. Each of these decisions has an effect upon the amount and type of data that is collected, and how it is reduced (16:16). Data analysis certifies that the correct analysis procedure is used for the information collected. To analyze

the data from the selection board, one of the most popular and widely used programs for statistical analysis, the Statistical Package for the Social Sciences (SPSS), was chosen (3:1).

Question Development

With the information reduced and divided into categories, the development of the survey questions was the next step. A review of the four most common types of survey questions, the classifier or background question; the multiple choice or closed-end question; the intensity question, and the free response or open-end question was conducted (13:57). The intensity and the free response question styles were determined to be the most applicable to support the analysis plan (19:--). With the type of question determined, the next step was the actual question development.

The majority of the guidelines for questionnaire construction provides relatively the same advice. The first, and perhaps most paramount, is to analyze the audience and keep the language simple (5:201). Additionally, not only should the questions be short, but the number of questions should be as few as possible (16:31). Based on this advice the selection board survey was reduced from 125 to 79 questions.

Wording of survey questions can be a major problem. If the wording is too simple it will insult respondents. If too complicated, the question is likely to be misunderstood. Accordingly, survey questions should be worded clearly without being too simplified. It is frequently suggested that knowledgeable persons, like those to be surveyed, be consulted about wording (16:22). The completed survey was reviewed by AFROTC and data automation personnel. The use of slang or technical jargon can be avoided by analyzing your audience. It is commonly assumed that a lack of clarity in an item will be reflected in a large number of "don't know" or middle of the road responses (6:162). The importance of clear, unambiguous, and self-explanatory questions is stressed. Caution was used to ensure that the wording of questions or response categories did not suggest or imply a particular answer to the respondent (16:31).

The first 64 questions on the survey consisted of two distinctive five point Likert-type rating scales and comment sections. This type of scale is considered the most easy for the respondent to use (16:34). The remaining questions asked the board members to numerically rank the personal characteristic items listed from the AFROTC Form 102 and USAFA/AFROTC Form 1 on a scale from one to eight and one to five, respectively.

After the survey was developed, it was reviewed for undesirable characteristics. These included the double barrelled

question in which two separate objects or events are contained in one question. Another undesirable characteristic was the leading question which suggests an answer. The third, was a loaded question which includes emotionally colored words or phrases. Lastly, the survey was reviewed to ascertain whether it contained any ambiguities (1:119-121). Adjustment was made wherever necessary. The survey questions encompassed the information presented on the DD 1893, AFROTC Form 102, and, except for the narrative paragraph, the USAFA/AFROTC Form 1.

It is recommended that extensive pretesting be conducted in the development of survey questions (1:122). However, pretesting was not possible in this case due to time constraints and the availability of only one survey population, the November 1985 Scholarship Selection Board. The AFROTC and data automation reviews were substituted for this step. Once the survey questions were developed, they were arranged by grouping similar questions together with general questions preceding specific ones (16:33). With the survey complete, it was reproduced and ready to be administered to the board.

Survey Administration

The standard task of determining the size and demographics of the survey group was not a matter of concern, since the entire November 1985 Selection Board was to be surveyed. The board consisted of two, three member panels and a president. Even though the size of the population was small, their opinions were to be the foundation of the WSSM. Due to the length of time since their boards met, previous board members were not added to the survey. Also, the documents reviewed have not remained completely constant. The size of this group allowed administration without a survey control number (15:17). Because this survey will be used for further updates to WSSM, the pretest validation technique was employed. This encompassed a post-survey interview conducted with board members to review the clarity and understanding of questions (16:22).

Prior to the distribution of the surveys, the purpose and use of the information requested was conveyed to the board members. In order to receive the most correct responses, the survey was administered immediately after the board completed its selections. A reliability factor was established at a 95% confidence or precision level (16:24). A copy of the survey is included in Appendix B.

SUMMARY

The selection board survey is the key to obtaining information relevant to which items influenced individual board members in their scoring decisions. With this purpose established, the first step is to determine what information is available for collection. The second step, is to mold this information into a workable form for the third step, analysis. Taking into account the many guidelines notated, and upon completion of these steps, the survey questions can be developed. As stated, the survey control group consisted of the November board. The results of the selection board survey are discussed in Chapter Four.

Chapter Four

BOARD RESULTS AND HIERARCHY DEVELOPMENT

INTRODUCTION

This chapter is primarily concerned with the development of the WSSM selection hierarchy. In order for this to be developed the results of the selection board survey were reviewed. Through this review, the necessity for two additional control groups became evident. The first is a success group of scholarship selectees, and the second is a sample selection of the applicants that met the November 1985 selection board. Several other selection systems were examined as well. In the following sections the board survey, three other selection programs, and the control groups will be addressed. The development of the WSSM selection hierarchy and the point values will also be presented.

Board Results

The constant variables for selecting individuals for AFROTC 4-Year Scholarships are represented in the selection board survey. The survey was administered to the November 1985 selection board with the results transferred to computer forms and a data base developed. Once again the SPSS program was used for this purpose (3:1).

Based on the survey results and a review of other programs, the 26 relative variables were operationally defined and combined into five major categories to serve as a framework for decision making. These categories are: academics, leadership, extracurricular activities, evaluation, and athletics.

A summary of single-variable descriptive statistics was provided by the SPSS subprogram CONDESCRIPTIVE which reports the occurrence of each value detected for a variable in the response to the questions (4:185). In addition, multiple regressions and Pearson correlations were also applied to the data base to determine the relationship of a single variable to the remaining variables (4:286).

The results of the SPSS analysis were used to rank order the responses from the scholarship selection board survey. First, a ranking was made among the categories and then a ranking within the categories. The categories were ranked as follows: 1-academics, 2-leadership, 3-extracurricular activities, 4-evaluation, and 5-athletics. The Profile Hierarchy for these categories is shown in Figure 4-1.

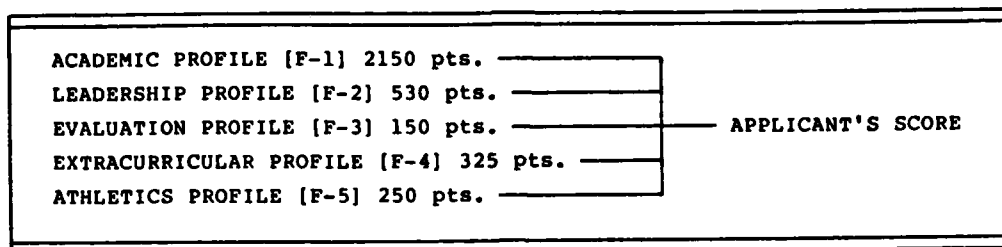


Figure 4-1. Profile Hierarchy

Other Selection Programs

While the board survey results did show which items were considered the most important by the board members, it did not provide conclusive analysis as to the weight that should be given to the relative areas. Accordingly, five other selection programs were reviewed to assist in validating this area due to the size of the original population. Three of the five had information that was taken into consideration in the development of the model and are discussed below.

Army ROTC. Like the Air Force, the Army scholarship applicants meet a scholarship selection board. The Army selection program is based on a whole person score (WPS), with the selection board points accounting for approximately 18% of the total score. Of the remaining 82%, grade point average/high school class standing and SAT or ACT are worth 50%; extracurricular activities, athletics, leadership and bonus points combined are worth 40%, and the remaining 10% consists of the results of a physical aptitude examination (11:8). The Army program awards set numbers of points for an activity which are broken down as stated above.

Navy ROTC. Like the Army and Air Force, the Navy scholarship applicants also meet a selection board. However, the Navy board members have available to them a somewhat different index. The Naval Personnel Research and Development Center has designed a quality index that is provided to board members. In addition, the board members are provided a precise breakdown that is suggested for the evaluation of applicants. This breakdown consists of:

56% for high school class ranking, 20% for SAT or ACT scores, 10% for the officer interview, 9% for the Strong-Campbell Interest Inventory, and 5% for the background questionnaire (10:7).

Air Force Academy. For over 20 years, the Air Force Academy has refined a selection data base which stresses the whole person concept. Its hierarchy is based on a series of studies involved with predicting first year achievement of academy cadets. Upon admission to the academy, cadets are administered a battery of tests. These are not used in decision making affecting cadets, but are used to validate cadet selection criteria. The academy selection process ends with a weighted composite score of which 70% is derived from the academic composite. The academic composite consists of GPA and SAT or ACT scores. The remaining 30% is the leadership composite which encompasses the Physical Aptitude Examination, athletic, and nonathletic activities. These three variables are all weighted evenly (18:--). The weighted composite score and its components are given to the selection board.

All of these different programs were taken into consideration in the proportioning of the total points among the hierarchy shown in Figure 4-1.

Hierarchy Breakdown

As demonstrated, the total possible score and value of each of the major elements of the selection process varies depending on the service. However, the major share in all of the programs rests with academics or academic achievement areas. The board survey also placed academics as the single most important factor. This is also the largest factor in the development of the point value system. With a total possible score of 3380, the academic area represents 63% with the remaining 37% represented by: leadership - 16%, extracurricular activities - 10%, athletics - 7%, and evaluation - 4%. This breakdown is shown in Figure 4-2.

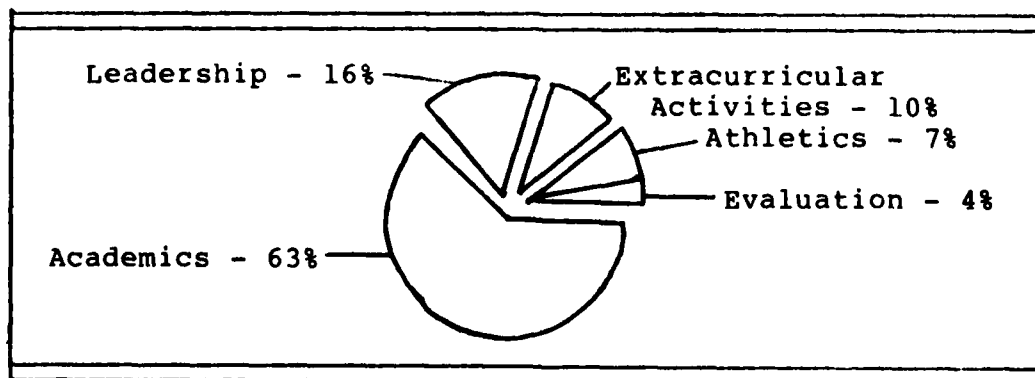


Figure 4-2. Hierarchy Breakdown

Control Groups

The challenge to any selection board is to choose the individuals that will most likely succeed. In solving probability problems, the first and most important step is to fully understand and define success (14:7). In the case of an AFROTC 4-Year Scholarship applicant, success is defined as being selected for a scholarship. With success defined, the next step was to compare the data from the control group to the same information of a success group. A historical data bank did not exist with which to compare survey results. Accordingly, it was necessary to create a historical data base on a success group.

The Success Group. During a meeting with the project sponsor, success was defined as those individuals who had been selected for 4-year scholarships and were nearing completion of the program. At the time of the survey, the population of this group was 535 people. In order to determine a 95% reliability rate a sampling of 224 was needed (16:24).

In order to collect background information from the success group, a second survey was developed. To obtain the compatible data base, 629 questions were required. This survey was 130 pages in length. Upon additional review, using the information in Chapter Three, it was determined the majority of the same information could be obtained by having the success group complete pertinent portions of the DD Form 1893. Names and locations of the success population were identified using the AFROTC data file. To gain the largest data base possible, the information was requested from the total population. A total of 374 individuals completed and returned the forms, exceeding the 95% reliability factor. Upon receipt, the 950 data items per individual were manually transferred to computer scan sheets and used to establish a historical data base. SPSS programs were also used to evaluate the information.

Applicant Sample Group. This control group was obtained from the AFROTC 4-Year Scholarship applicants that met the November 1985 selection board. It was decided that a population size of 15% was needed for the purpose of validating the board results. To compensate for parity and administrative errors, an additional 1% of the applicants was to be identified. The selection folders are maintained in an alphabetical order and every sixth folder was needed as a member of the control group. A single die was rolled to determine the starting point, and every sixth record was chosen thereafter. The total alphabet was used to obtain the sample of 250 records. The information from the three constant documents in each folder was also manually transferred to computer scan sheets to form a data base. SPSS programs were again applied to the information for statistical data. The analysis of both control groups was used in the development of the WSSM hierarchy.

Selection Hierarchy

With the completion of the third data base, the distribution of the points within the five categories was determined based on three factors. The first was the relative ranking of each item on the board survey. The second was a comparison of the frequency of the items from the success group. The last factor was a comparison between the success group and the sample group. Once the rankings were determined within each of the areas values were assessed. The hierarchy for each area is listed below.

Academic Hierarchy. The academics portion of the selection model is valued at a maximum of 2150 points; this represents just over 63% of the total possible score. The Academic Hierarchy, F-1, and elements of the Academic Profile are shown in Figure 4-3. For the academic area value, the individual scores are applied to the following formula: (SAT Verbal + SAT Math X .6645) + (high school percentile X .482) + (high school rank X .482) + the honors score.

If the individual has ACT versus SAT scores, equivalent scores are used. GPA (multiplied by 2.4975) is substituted when high school class percentile is not provided. The honors score is determined by dividing the top number of affirmative responses from the applicant sample group into 30. This product is multiplied by the individuals' actual number of affirmative responses. For the test group, the top number was determined by the actual number plus 10%. This was done to compensate for any individuals that may have had more responses than the control group. This figure was compared against the success group. If the success group revealed a larger number, the average between the two was used. When the entire application is computer read, a distinction could be made to compensate for class size.

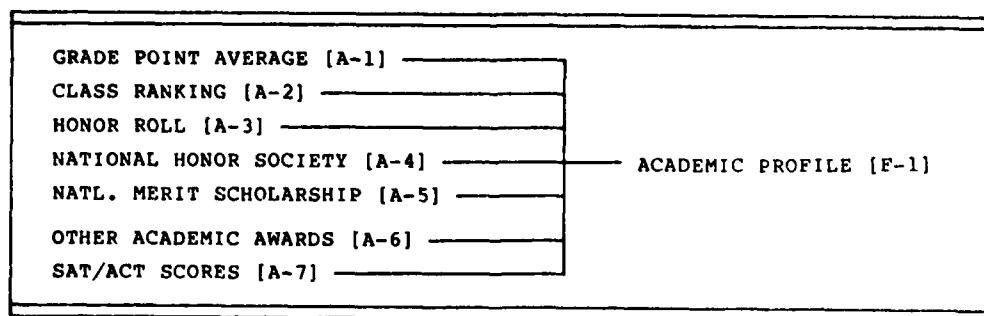


Figure 4-3. Academic Hierarchy

Leadership Hierarchy. The leadership portion of the selection model is valued at a maximum of 530 points; this represents just

under 16% of the total possible score. The Leadership Profile, F-2, is shown in Figure 4-4. The process for determining relative weight for these areas was the same as that for the honors category discussed in the Academic Profile. The number of points was determined for each profile, LL-1 through LL-7. The total number of responses in the control group plus 10% were divided into the maximum points possible. If the success group had a higher figure, the average of the two was once again used. Relative importance of each of the subsets of the hierarchy was determined by the scholarship board survey and the Army and Air Force Academy programs. The total for this area, F-2, is the sum of LL-1 through LL-5 as shown in Figure 4-4. Each of these stems are further broken down into their respective hierarchies with the total possible points shown by each activity.

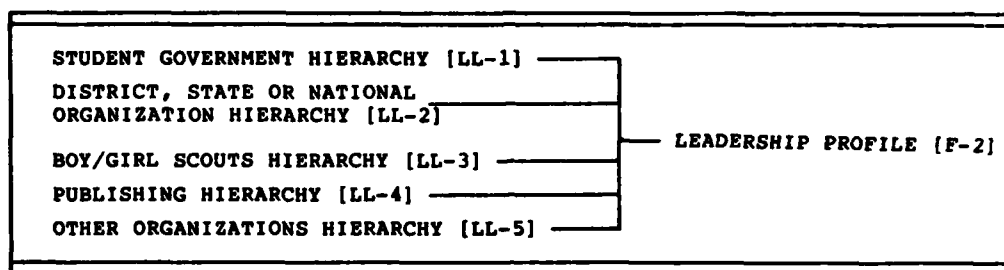


Figure 4-4. Leadership Profile

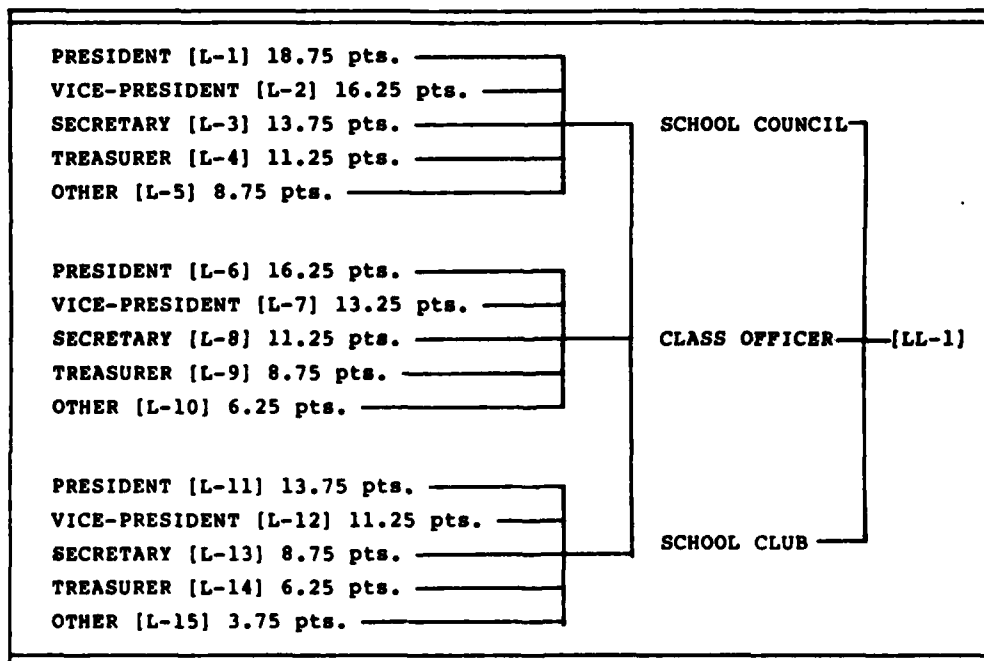


Figure 4-5. Student Government Hierarchy

The Student Government Hierarchy. This area consists of the leadership items L-1 through L-15, shown in Figure 4-5 on the previous page. Points are awarded based on the office held regardless of the year in which it was held. The line items L-1 through L-15 when added together form LL-1 which is represented in Figure 4-4.

The District, State, or National Organization Hierarchy. This area consists of items L-16 through L-27 as shown in Figure 4-6. Like the leadership area, points are awarded for the office(s) held regardless of the year held.

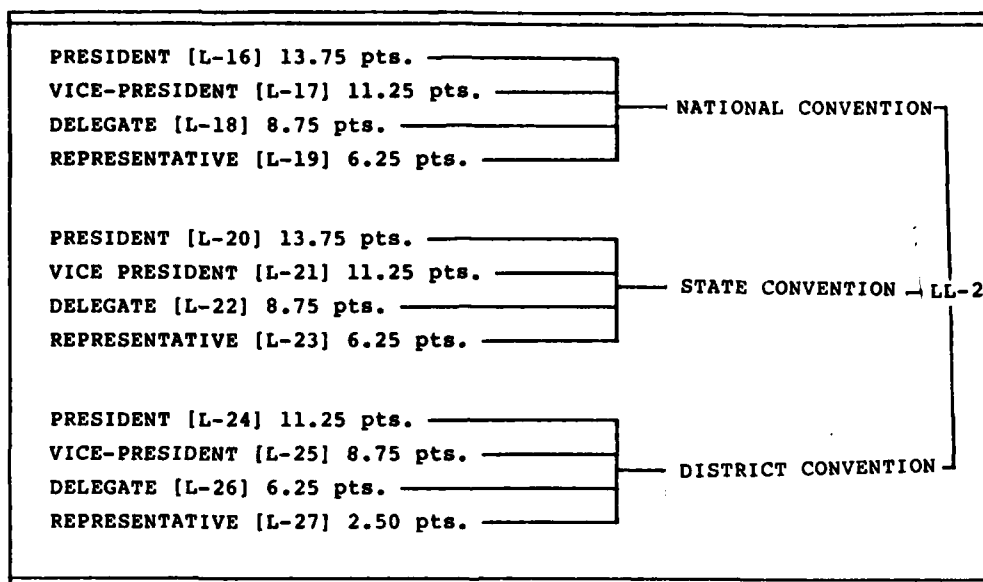


Figure 4-6. District, State or National Organization Hierarchy

The line items when added together form LL-2 which is represented in Figure 4-4.

The Boy/Girl Scouts of America Hierarchy. This area consists of items L-28 through L-38 shown in Figure 4-7 presented on the following page. Points are awarded for the highest rank held. The line items, of this area, when added together represent LL-3 in Figure 4-4.

Publishing Experience Hierarchy. This area consists of the items L-39 through L-62 and is shown in Figure 4-8 presented on the next page. Points are awarded for the position for each year held. The line items from this area, when added together, form LL-3 which is represented in Figure 4-4.

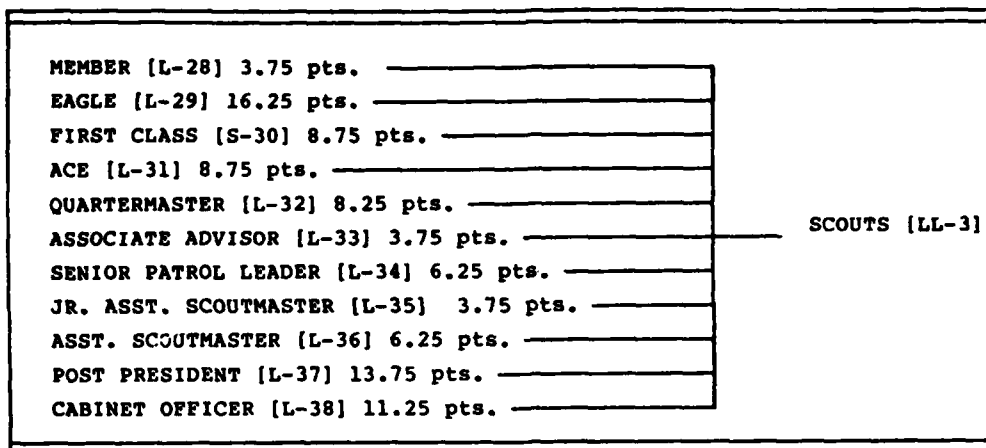


Figure 4-7. Boy/Girl Scouts of America Hierarchy

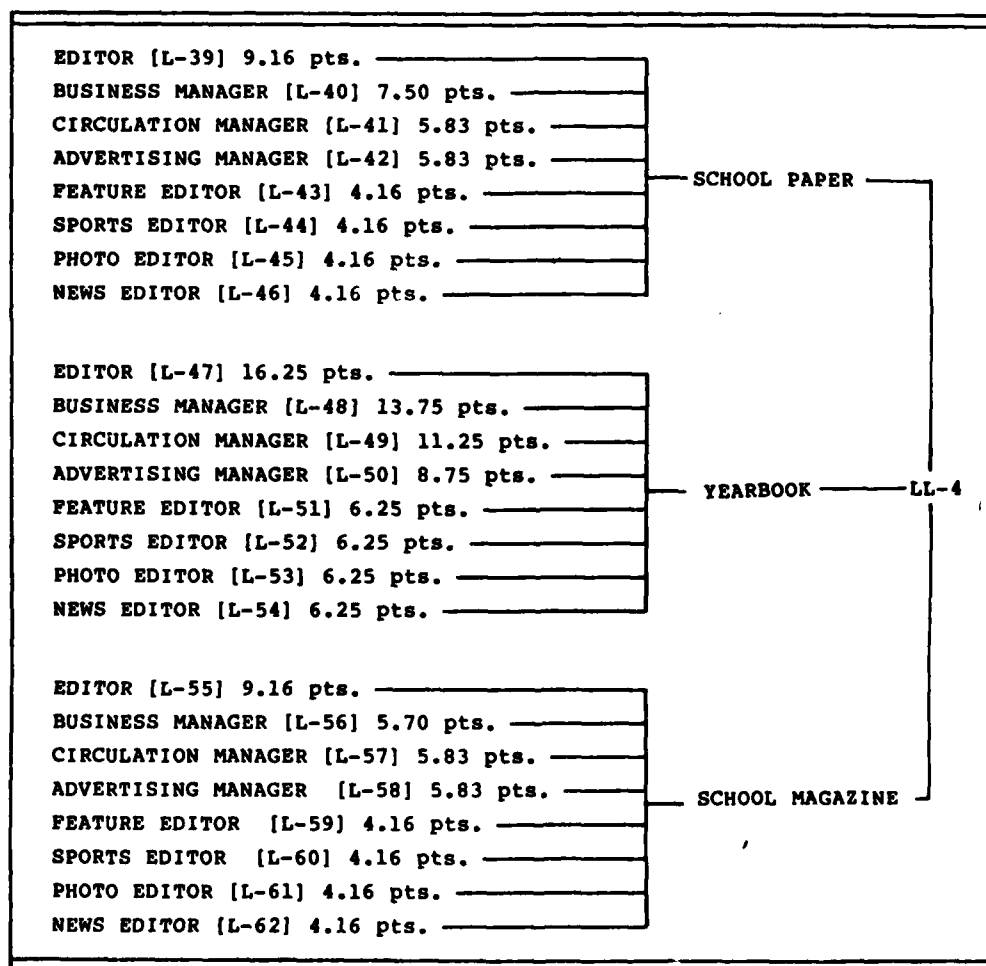


Figure 4-8. Publishing Experience Hierarchy

Other Organizations Hierarchy. This is the catch-all for the leadership organization area. It includes leadership areas L-63 through L-66 with the hierarchy shown in Figure 4-9. Points were awarded for participation in the organizations.

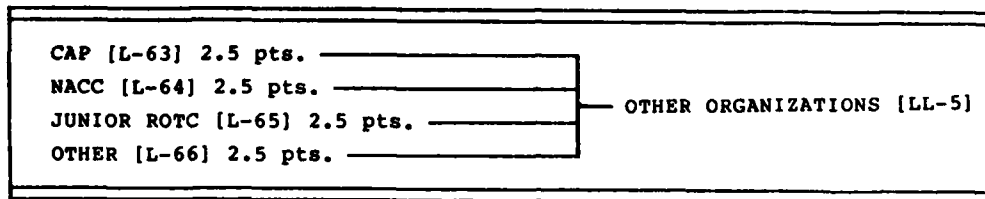


Figure 4-9. Other Organizations Hierarchy

When added together the items form LL-5 as shown in Figure 4-4.

Evaluation. The evaluation portion of the selection model is valued at a maximum of 150 points; this represents just over 4% of the total score. While this area may appear small in value, it is not uncommon for an applicant to receive the maximum number of points. The Evaluation Profile, F-3, Figure 4-1, is further broken down in Figure 4-10. The computation for this area is determined by the evaluation from the AFROTC Form 102 and the USAFA/AFROTC Form 1 which are further illustrated in their respective hierarchies.

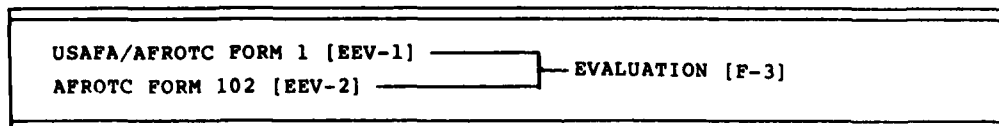


Figure 4-10. Evaluation Profile

AFROTC Form 102 Evaluation Hierarchy. This area consists of items EV-1 through EV-8 as shown in Figure 4-11. Points are awarded based on the ratings received from the evaluator. The stem EEV-1 is valued at a maximum of 30 points which is determined by three points for each top rating in the ten areas. A second place rating receives a value of 2.5. Markings in place three or less receives no points. When an individual receives multiple rankings on the AFROTC Form 102, the average of the rankings were used. A copy of the form is shown in Appendix A. This averaging situation will be alleviated with the computerization of the form (22:--).

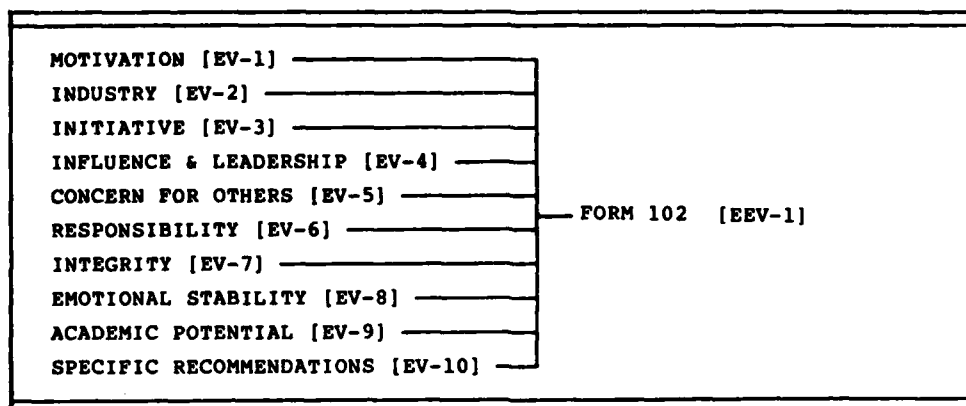


Figure 4-11. AFROTC Form 102 Evaluation Hierarchy

When totaled together, the items in this area comprise EVV-1, which is the top stem of Figure 4-10.

USAFA/AFROTC Form 1 Evaluation Hierarchy. The second evaluation tool, the USAFA/AFROTC Form 1, consists of items EV-9 through EV-15, shown in Figure 4-12. This area is valued at a maximum of 120 points. Like the AFROTC Form 102, points are awarded based on the ratings of the evaluator. A copy of the form is contained in Appendix A. The first six evaluations, EV-9 through EV-14, are weighted 3.32 points for an average rating (3), 6 points for a superior rating (4), and 10 points for an outstanding rating (5). Ratings of below standard and far below standard are awarded no points. The final area, Overall Recommendation, F-15, is given no points for the bottom three ratings (1-3). Those with a rating of superior (4) receive 30 points and an outstanding (5) receives 60 points.

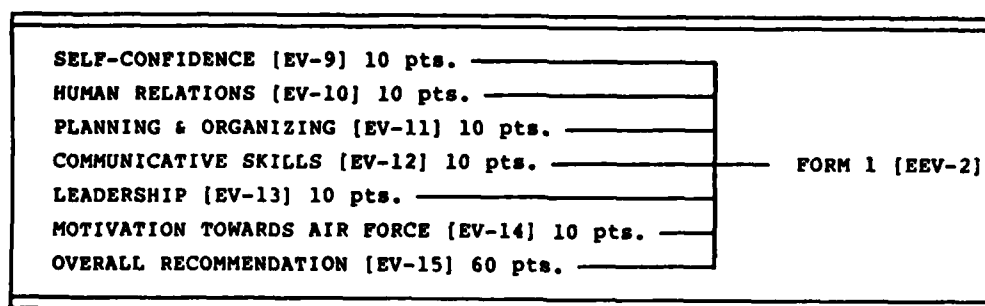


Figure 4-12. USAFA/AFROTC Form 1 Evaluation Hierarchy

The points for this area are determined by totaling the items EV-9 through EV-15. When totaled, they comprise the bottom stem, EVV-2, of Figure 4-10.

Extracurricular Activities. The extracurricular portion of the selection model is valued at a maximum of 325 points; this represents just under 9% of the total score. The Extracurricular Profile, F-4, is further broken down in Figure 4-13.

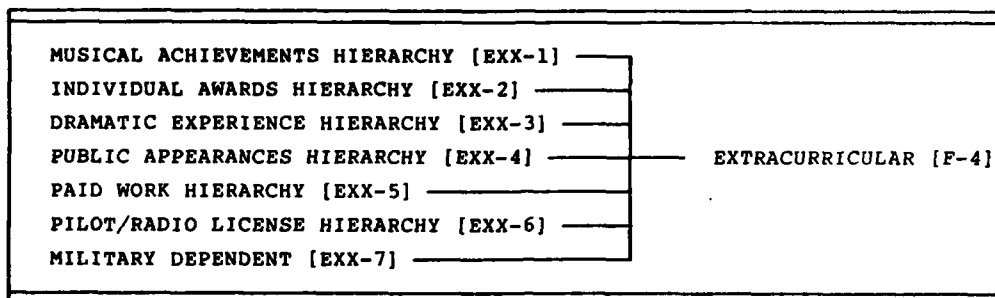


Figure 4-13. Extracurricular Profile

The total number of points possible was determined for each stem, EXX-1 through EXX-7. As with the leadership and honors profiles, the total number of responses in the control groups plus 10% were divided into the maximum points. A check with the success group was once again accomplished and this was the first area where adjustment had to be made. The relative importance for each of the subsets of the hierarchy was determined by using the information from the board survey and the Army and Air Force Academy programs. Adjustment was necessary for the military dependent category. The total for this area, F-4, is the sum of EXX-1 through EXX-7. Each of these items were further broken into their respective hierarchies with the maximum possible points shown by each activity.

Musical Achievement Hierarchy. This area consists of extracurricular items EX-1 through EX-15 as shown in Figure 4-14 presented on the next page. Points are awarded for each occurrence regardless of the year of participation. The line items, EX-1 through EX-15, when totaled are represented by EXX-1.

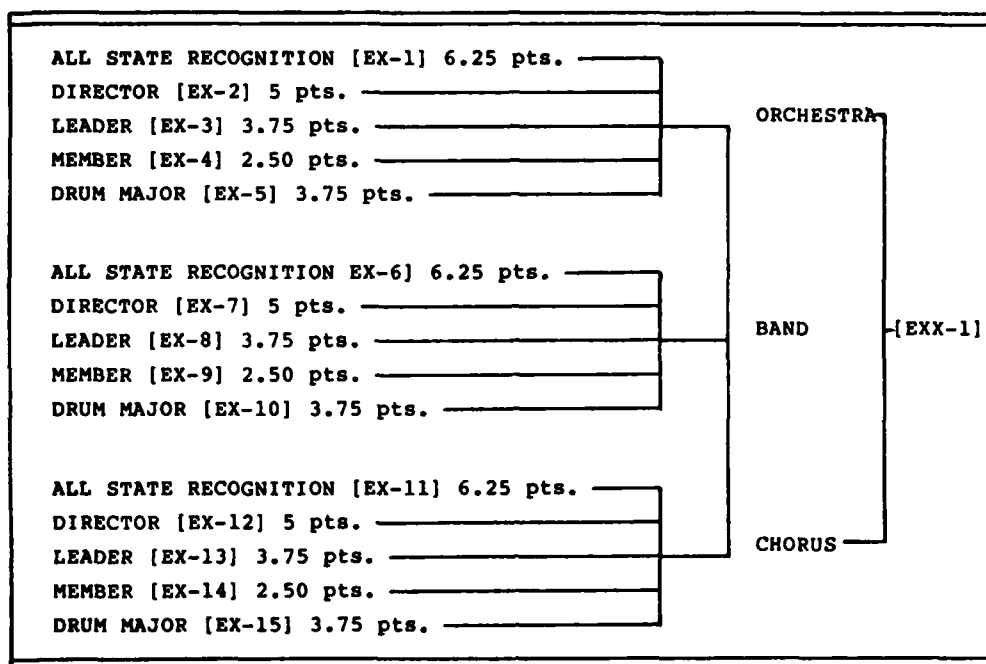


Figure 4-14. Musical Achievements Hierarchy

Individual Awards Hierarchy. This area consists of extracurricular items EX-16 through EX-24 which are shown in Figure 4-15 presented below. Points are awarded for each occurrence regardless of the year of achievement.

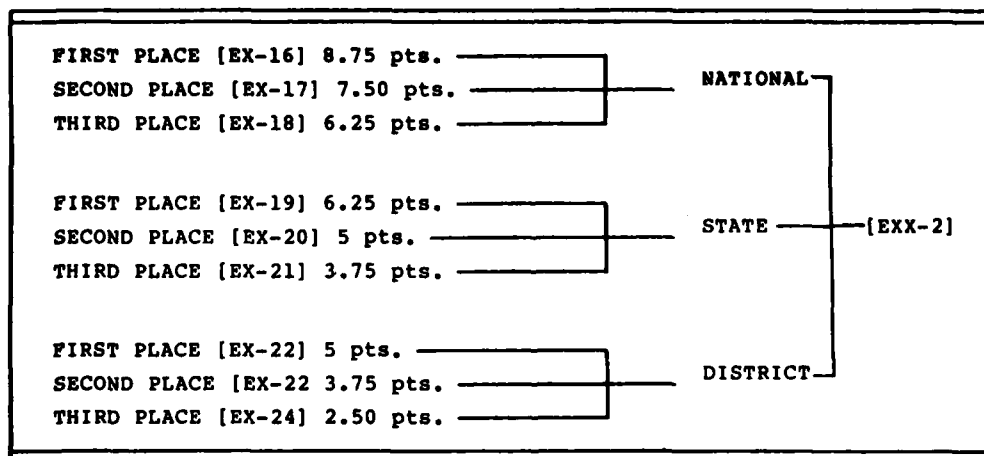


Figure 4-15. Individual Awards Hierarchy

When the line items EX-16 through EX-24 are totaled they are represented by EXX-2 in Figure 4-13.

Dramatic Experience Hierarchy. This area consists of the extracurricular items EX-25 through EX-36, shown in Figure 4-16. Points are based on each occurrence.

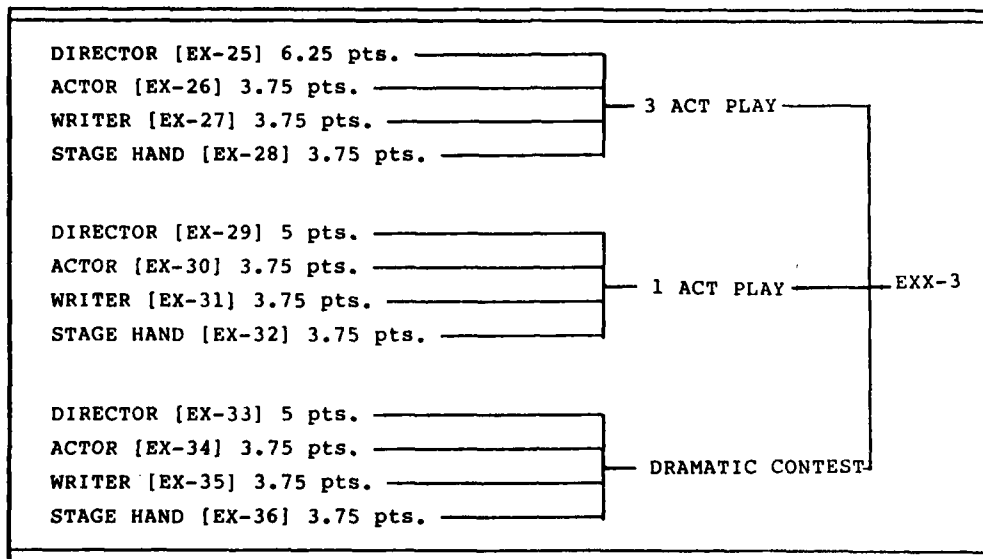


Figure 4-16. Dramatic Experience Hierarchy

The sum of the extracurricular items, EX-25 through EX-36, is represented by EXX-3 in Figure 4-13.

Public Appearance Hierarchy. This area consists of the extracurricular items EX-37 through EX-39, which are shown in Figure 4-17. Points are awarded based on each occurrence or membership.

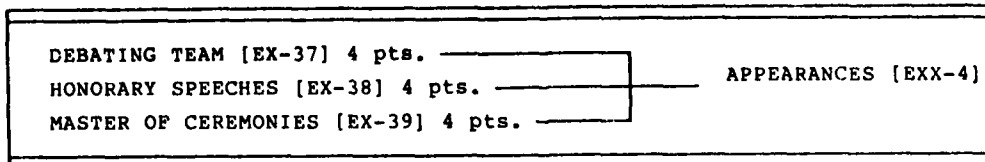


Figure 4-17. Public Appearances Hierarchy

The sum of EX-37 through EX-39 equals EXX-4 which is represented in Figure 4-13.

Paid Work Hierarchy. This area consists of extracurricular items EX-40 through EX-44 as shown in Figure 4-18. Points are awarded based on the number of hours work per week no matter which year the work occurred.

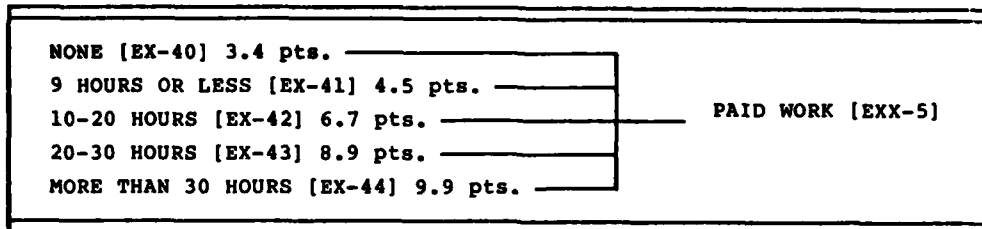


Figure 4-18. Paid Work Hierarchy

The EXX-5 profile in Figure 4-13 is derived by totaling EX-40 through EX-44 represented above.

Pilot or Radio Operator License Hierarchy. This area consists of the extracurricular items EX-45 through EX-47, which are shown in Figure 4-19. Points are awarded based on each license obtained.

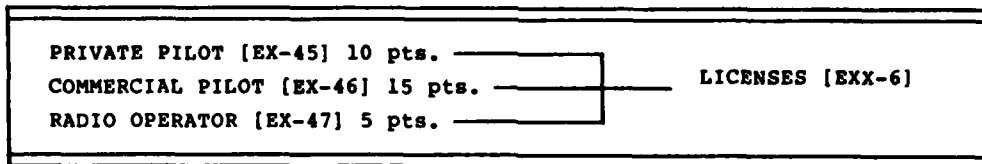


Figure 4-19. Pilot or Radio Operator License Hierarchy

The sum of EX-45 through EX-47 equals EXX-6 which is represented in Figure 4-13.

Athletic Profile. The athletic portion of the selection model is valued at a maximum of 250 points which represents just over 7% of the total possible score. The points were distributed among the eight stems of the Athletic Profile, F-5, as represented in Figure 4-20. This area was dealt with in the same manner as the previous profiles. The results of the board survey determined the relative weight for each of the eight stems, SP-1 through SP-8. However, this area was further broken down within each of the eight areas as different weights were proportioned for the various

sports. The 20 sports were broken down into three areas: high activity team sports, other team sports, and individual sports. A point value was given for each of the three types of sports. Figure 4-21 exhibits which category contains each sport.

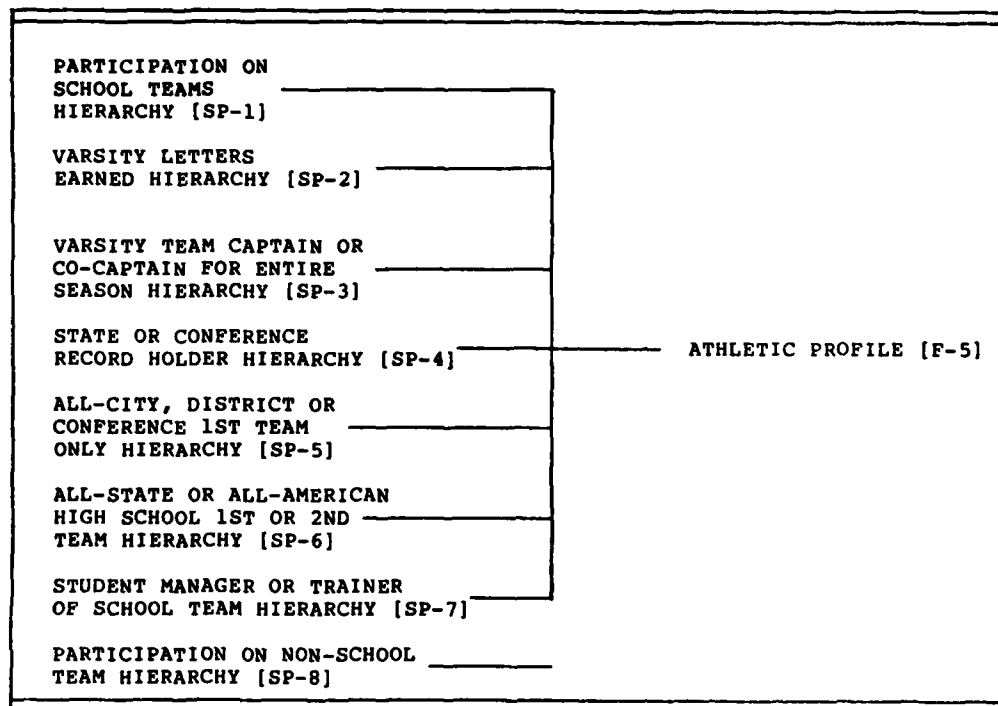


Figure 4-20. Athletic Profile

Except where noted, the point value for an affirmative answer in the athletic hierarchies was determined by dividing the number of responses from the control group into the total possible points for each of the eight stems. This was cross referenced with the success group. Then this was multiplied by the participation value for each of the sports from Figure 4-21. Each of the Athletic Profile stems, SP-1 through SP-8, are further broken down into individual hierarchies. The building block approach was utilized throughout the hierarchies. For example, a state or conference record holder would receive points for the achievement as well as points for being a member of the team. When the entire application is computer read, a distinction could be made to compensate for class size.

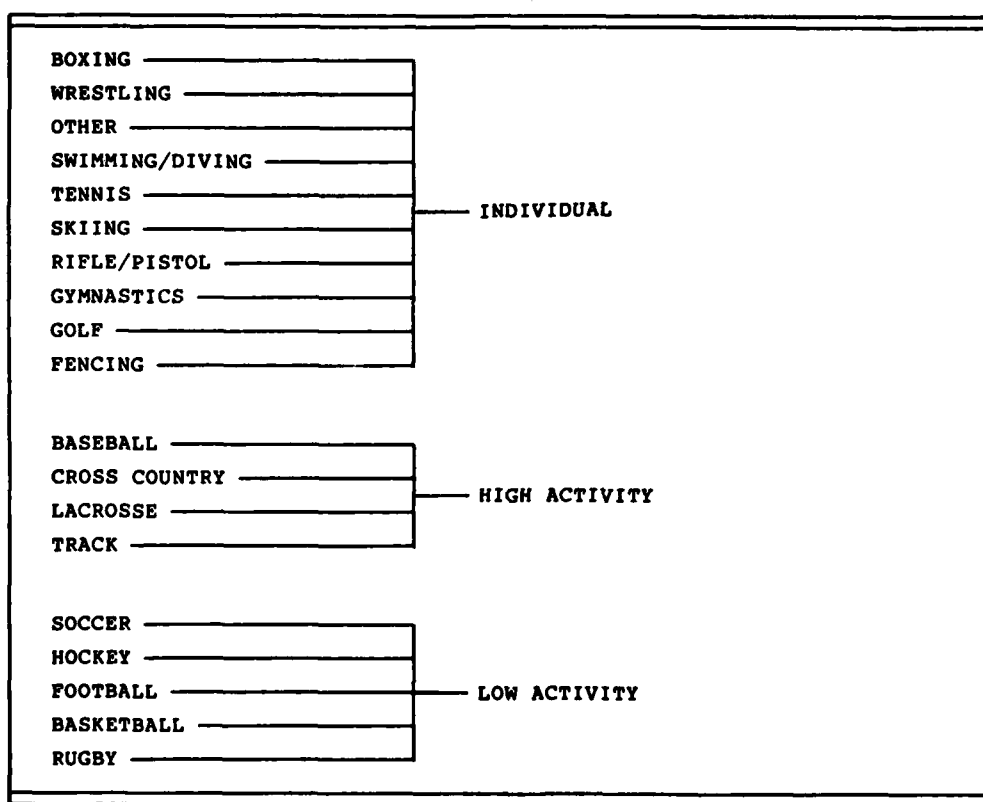


Figure 4-21. Sports Participation Value

Participation on School Teams Hierarchy. This area consists of the athletic items S-1 through S-19 shown in Figure 4-22. Points are awarded for participation in the three levels of sports regardless of the year of occurrence.

BASEBALL [S-1] 1.3 pts. _____	
BASKETBALL [S-2] 2.28 pts. _____	
BOXING [S-3] .91 pts. _____	
CROSS COUNTRY [S-4] 1.37 pts. _____	
FENCING [S-5] .91 pts. _____	
FOOTBALL [S-6] 2.28 pts. _____	
GOLF [S-7] .91 pts. _____	
GYMNASTICS [S-8] .91 pts. _____	
HOCKEY [S-9] 1.3 pts. _____	
LACROSSE [S-10] 2.28 pts. _____	PARTICIPATION [SP-1]
RIFLE/PISTOL [S-11] .91 pts. _____	
RUGBY [S-12] 2.28 pts. _____	
SKIING [S-13] .91 pts. _____	
SOCCER [S-14] 2.28 pts. _____	
SWIMMING/DIVING [S-15] .91 pts. _____	
TENNIS [S-16] .91 pts. _____	
TRACK [S-17] 1.37 pts. _____	
WRESTLING [S-18] .91 pts. _____	
OTHER [S-19] .91 pts. _____	

Figure 4-22. Participation on School Teams Hierarchy

The sum of S-1 through S-19 equals SP-1 which is represented in Figure 4-20.

Varsity Letters Earned Hierarchy. This area consists of the athletic items S-20 through S-38 as shown in Figure 4-23. Points are awarded based on the letters earned regardless of the year of occurrence.

BASEBALL [S-20]	.76 pts.	_____
BASKETBALL [S-21]	2.58 pts.	_____
BOXING [S-22]	.76 pts.	_____
CROSS COUNTRY [S-23]	1.27 pts.	_____
FENCING [S-24]	.76 pts.	_____
FOOTBALL [S-25]	2.54 pts.	_____
GOLF [S-26]	.76 pts.	_____
GYMNASTICS [S-27]	.76 pts.	_____
HOCKEY [S-28]	2.54 pts.	_____
LACROSSE [S-29]	.76 pts.	_____
RIFLE/PISTOL [S-30]	.76 pts.	_____
RUGBY [S-31]	2.54 pts.	_____
SKIING [S-32]	.76 pts.	_____
SOCCER [S-33]	2.54 pts.	_____
SWIMMING/DIVING [S-34]	.76 pts.	_____
TENNIS [S-35]	.76 pts.	_____
TRACK [S-36]	1.27 pts.	_____
WRESTLING [S-37]	.76 pts.	_____
OTHER [S-38]	.76 pts.	_____

LETTERS EARNED [SP-2]

Figure 4-23. Varsity Letters Earned Hierarchy

The sum of S-20 through S-38 equals SP-2 which is represented in Figure 4-20.

Varsity Team Captain or Co-Captain for Entire Season Hierarchy. This area consists of the athletic items S-39 through S-57 shown in Figure 4-23. Points are awarded based on each occurrence, regardless of the year earned.

BASEBALL [S-39] 11 pts. _____	
BASKETBALL [S-40] 11 pts. _____	
BOXING [S-41] 11 pts. _____	
CROSS COUNTRY [S-42] 11 pts. _____	
FENCING [S-43] 11 pts. _____	
FOOTBALL [S-44] 11 pts. _____	
GOLF [S-45] 11 pts. _____	
GYMNASTICS [S-46] 11 pts. _____	
HOCKEY [S-47] 11 pts. _____	
LACROSSE [S-48] 11 pts. _____	TEAM CAPTAIN [SP-3]
RIFLE/PISTOL [S-49] 11 pts. _____	
RUGBY [S-50] 11 pts. _____	
SKIING [S-51] 11 pts. _____	
SOCCER [S-52] 11 pts. _____	
SWIMMING/DIVING [S-53] 11 pts. _____	
TENNIS [S-54] 11 pts. _____	
TRACK [S-55] 11 pts. _____	
WRESTLING [S-56] 11 pts. _____	
OTHER [S-57] 11 pts. _____	

Figure 4-24. Varsity Team Captain or Co-Captain for Entire Season Hierarchy

The sum of S-39 through S-57 equals SP-3 which is represented in Figure 20.

State or Conference Record Holder Hierarchy. This area consists of the athletic items S-58 through S-76 shown in Figure 4-25. Points are awarded based on each occurrence, regardless of the year earned.

BASEBALL [S-58] 4.8 pts. _____	
BASKETBALL [S-59] 8 pts. _____	
BOXING [S-60] 3.2 pts. _____	
CROSS COUNTRY [S-61] 4.8 pts. _____	
FENCING [S-62] 3.2 pts. _____	
FOOTBALL [S-63] 8 pts. _____	
GOLF [S-64] 3.2 pts. _____	
GYMNASTICS [S-65] 3.2 pts. _____	
HOCKEY [S-66] 8 pts. _____	
LACROSSE [S-67] 4.8 pts. _____	RECORD HOLDER [SP-4]
RIFLE/PISTOL [S-68] 3.2 pts. _____	
RUGBY [S-69] 8 pts. _____	
SKIING [S-70] 3.2 pts. _____	
SOCCER [S-71] 8 pts. _____	
SWIMMING/DIVING [S-72] 3.2 pts. _____	
TENNIS [S-73] 3.2 pts. _____	
TRACK [S-74] 4.8 pts. _____	
WRESTLING [S-75] 3.2 pts. _____	
OTHER [S-76] 3.2 pts. _____	

Figure 4-25. State or Conference Record Holder Hierarchy

The sum of S-58 through S-76 equals SP-4 which is represented in Figure 4-20.

All-City, District or Conference 1st Team Only Hierarchy. This area consists of the athletic items S-77 through S-95, which are shown in Figure 4-26. Points are awarded based on each occurrence, regardless of the year earned.

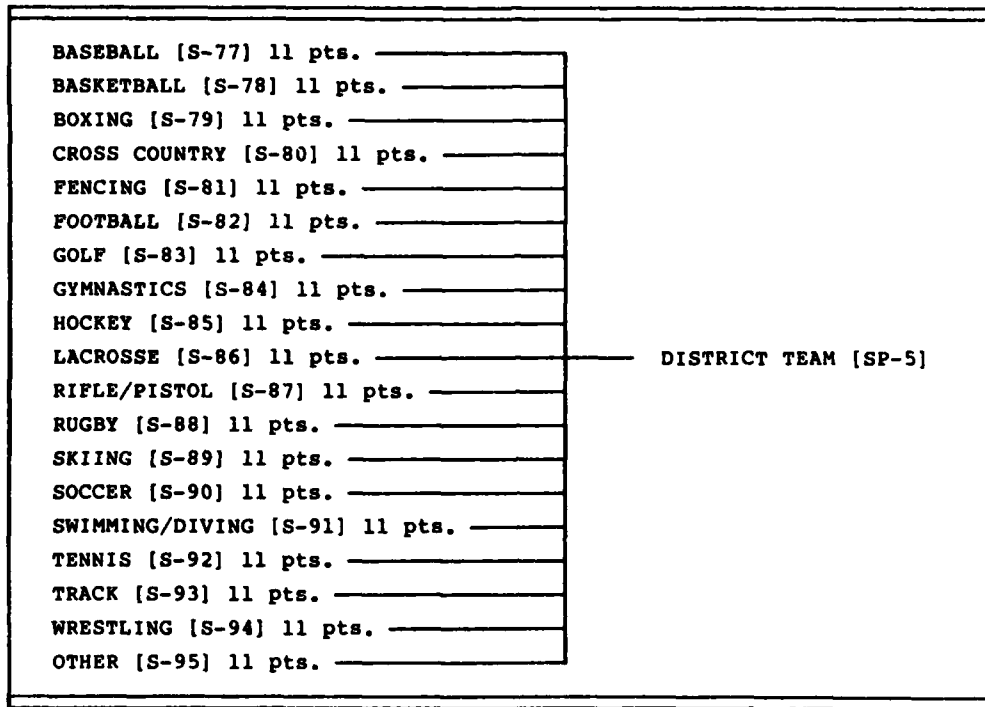


Figure 4-26. All-City, District or Conference 1st Team Only Hierarchy

The sum of S-77 through S-95 equals SP-5 which is represented in Figure 20.

All-State or All-American High School 1st or 2nd Team Hierarchy. This area consists of the athletic items S-96 through S-114 which are shown in Figure 4-27. Points are awarded based on the occurrence, regardless of the year earned.

BASEBALL [S-96] 16.66 pts.	_____
BASKETBALL [S-97] 16.66 pts.	_____
BOXING [S-98] 16.66 pts.	_____
CROSS COUNTRY [S-99] 16.66 pts.	_____
FENCING [S-100] 16.66 pts.	_____
FOOTBALL [S-101] 16.66 pts.	_____
GOLF [S-102] 16.66 pts.	_____
GYMNASTICS [S-103] 16.66 pts.	_____
HOCKEY [S-104] 16.66 pts.	_____
LACROSSE [S-105] 16.66 pts.	_____
RIFLE/PISTOL [S-106] 16.66 pts.	_____
RUGBY [S-107] 16.66 pts.	_____
SKIING [S-108] 16.66 pts.	_____
SOCCER [S-109] 16.66 pts.	_____
SWIMMING/DIVING [S-110] 16.66 pts.	_____
TENNIS [S-111] 16.66 pts.	_____
TRACK [S-112] 16.66 pts.	_____
WRESTLING [S-113] 16.66 pts.	_____
OTHER [S-114] 16.66 pts.	_____

ALL-STATE TEAM [SP-6]

Figure 4-27. All-State or All-American High School 1st or 2nd Team Hierarchy

The sum of S-96 through S-114 equals SP-6 which is represented in Figure 20.

Student Manager or Trainer of School Team Hierarchy.

This area consists of the athletic items S-115 through S-133 which are shown in Figure 4-28. Points are awarded based on the number of occurrences regardless of the year the position was held. The Army program credits student manager or trainer to the leadership area. The selection board survey was not designed to encompass this type of transfer. Accordingly, its value remained in the athletic area (11:7).

BASEBALL [S-115] 5.5 pts. _____	
BASKETBALL [S-116] 5.5 pts. _____	
BOXING [S-117] 5.5 pts. _____	
CROSS COUNTRY [S-118] 5.5 pts. _____	
FENCING [S-119] 5.5 pts. _____	
FOOTBALL [S-120] 5.5 pts. _____	
GOLF [S-121] 5.5 pts. _____	
GYMNASTICS [S-122] 5.5 pts. _____	
HOCKEY [S-123] 5.5 pts. _____	
LACROSSE [S-124] 5.5 pts. _____	MANAGER/TRAINER [SP-7]
RIFLE/PISTOL [S-125] 5.5 pts. _____	
RUGBY [S-126] 5.5 pts. _____	
SKIING [S-127] 5.5 pts. _____	
SOCCER [S-128] 5.5 pts. _____	
SWIMMING/DIVING [S-129] 5.5 pts. _____	
TENNIS [S-130] 5.5 pts. _____	
TRACK [S-131] 5.5 pts. _____	
WRESTLING [S-132] 5.5 pts. _____	
OTHER [S-133] 5.5 pts. _____	

Figure 4-28. Student Manager or Trainer of School Team Hierarchy

The sum of S-115 through S-133 equals SP-7 which is represented in Figure 20.

Participation on Non-School Teams Hierarchy. This area consists of the athletic items S-134 through S-152, and are shown in Figure 4-29.

BASEBALL [S-134] .727 pts. —	
BASKETBALL [S-135] 1.21 pts. —	
BOXING [S-136] .484 pts. —	
CROSS COUNTRY [S-137] .727 pts. —	
FENCING [S-138] .484 pts. —	
FOOTBALL [S-139] 1.21 pts. —	
GOLF [S-140] .484 pts. —	
GYMNASTICS [S-141] .484 pts. —	
HOCKEY [S-142] 1.21 pts. —	
LACROSSE [S-143] .727 pts. —	NON-SCHOOL TEAMS [SP-8]
RIFLE/PISTOL [S-144] .484 pts. —	
RUGBY [S-145] 1.21 pts. —	
SKIING [S-146] .484 pts. —	
SOCCER [S-147] 1.21 pts. —	
SWIMMING/DIVING [S-148] .484 pts. —	
TENNIS [S-149] .484 pts. —	
TRACK [S-150] .727 pts. —	
WRESTLING [S-151] .484 pts. —	
OTHER [S-152] .484 pts. —	

Figure 4-29. Participation on Non-School Teams Hierarchy

Points are awarded based on the involvements, regardless of the year of occurrence.

Summary

As stated in the Introduction, the primary concern of this chapter is to present the development of the WSSM hierarchy. In creating the hierarchy it was necessary to evaluate the results of the selection board survey and other selection models. Additionally, the success group was identified and a data base constructed utilizing their demographic information. By taking the results of the board survey and comparing them with other programs the foundation for the selection hierarchy was developed. These components were then verified, adjusted based on the success control group, and the results were applied to the Profile Hierarchy and each of its components.

Once the selection hierarchy was developed, the values were placed into the data base and applied to the records in the applicant control group. It should be noted, this process will be greatly enhanced with the computerization of the application documents. As applications for an AFROTC Scholarship are received, the data from the standard documents will be placed in the data base for that particular selection board. This way the values can be appropriately adjusted to give a fair basis of competition for each board. Accordingly, the individual(s) with the top affirmative responses from each of the profiles will receive the maximum score. The WSSM score is derived from totaling F-1 through F-5. A board order of merit will be created based on descending scores.

With the value weights determined, they were applied to the approximately 950 data items in the data base of the applicant sample group. The results of this application are discussed in Chapter Five.

Chapter Five

RESULTS COMPARISON

INTRODUCTION

After the hierarchy was developed and their values determined, the results were loaded into the computer. When this was accomplished, the scores were applied to the applicant sample group discussed in Chapter Four. This enabled the development of an order of merit for the WSSM, like the one that AFROTC established after the November 1985 selection board. The same individuals were listed on a separate list in the order that they appeared on the national order of merit from the November selection board. Both lists were broken into quarters and the results were compared. The results of these comparisons are discussed in the following sections. Also presented are conclusions and recommendations for the use of the selection model.

The Top Quarter

The comparison of the top quarter of both lists revealed that AFROTC had ranked nine individuals in the top 25% that did not appear in the top 25% of the WSSM list. These 18 records were reviewed to see if a determination could be made for the disparity.

Of the nine records on the AFROTC list that were not in the top quarter of the WSSM list, all but one individual had received the maximum evaluation points and a strong subjective write-up on the USAFA/AFROTC Form 1. This satisfactorily explained the non-quantitative difference in all but this one case. The last individual had not received a "firewalled" USAFA/AFROTC Form 1, but did receive a top rating on the overall evaluation also with a strong supportive narrative. When these factors were taken into consideration, it was noted that these records, if removed from the AFROTC list, would have allowed for an additional nine records to increase in ranking. This AFROTC adjusted list more closely matched the WSSM quantitative list. However, there were three records in the WSSM top quarter that appeared on the bottom of the

AFROTC list. In reviewing these records, it was determined that these individuals had been categorized unqualified by the AFROTC board due to receiving a rating of three or less in the overall recommendation section of the USAFA/AFROTC Form 1.

When adjustments were made for these records the overall top 20% of both lists agreed. The remaining records of the top 25% of both lists ranked within the next 10% of the total records. Thus, providing a ranking that was within the reliability factor as determined in Chapter Three.

The top record on the AFROTC list was an individual who had not participated in any extracurricular, leadership, or athletic activities. At first glance, the impression would be that such an individual would not fare well on a quantitative based system. Upon looking further though, it was noted that she had strong academic credentials and top ratings in both the evaluation areas. She was ranked number two on the WSSM list. Others who ranked in the upper 20% of the two lists had more of a balance between academics and the other categories. This demonstrates there is somewhat of a balance in the whole person concept, but an individual who is extremely strong in academics and evaluations would be selected. On the other hand, if an individual does not have at least average academics and a good evaluation, they will not, in all probability, be ranked in the top 50%.

The Bottom Quarter

The same process of comparison was conducted for the bottom 25% of both lists. In this case, 13 records ranked by the board were missing from the WSSM bottom 25%. Three of these records have already been explained. A review of the remaining ten records clearly showed why the board scores were low. Again, the low ratings were based on the rankings and narratives in the selection folder. To compensate for this, an adjustment to the WSSM system will be suggested in the recommendations section. With the adjustment for these ten records, the bottom 19% of both lists agreed. The remaining 6% were scattered among the lower third of both lists. In general, these individuals were low performers or had mediocre evaluations resulting in low rankings on both lists.

The Middle Quarters

Those records not ranked in either the top or bottom sectors could not be distinguished as easily. Based on the results of the November 1985 board, just over one-half of the applicants received scholarships. Several other factors are utilized in the actual scholarship selection, i.e. academic major, race, and sex. These

issues are beyond the scope of this study. However, a comparison was made between the scholarship winners and the top 50% of the WSSM. The results showed a 78% match with 12 of the 27 anomalies already explained. The remaining 15 applicants all fell within the third quarter of the WSSM order of merit.

Several other statistical computations were made matching different single variables on the two lists. When compared, the two most significant variables from the AFROTC list that matched the WSSM were the SAT or ACT and the quantitative evaluation scores. This indicates that there are similarities in the process being used by AFROTC and the WSSM program. This fact is not surprising as both programs are based on the same information, but with different approaches. Based on this information, evaluation of the uses of the WSSM and recommendations is considered.

RECOMMENDATIONS/USES

As discussed in the Top Quarter area, a disparity existed involving those individuals that received an average or less rating on the USAFA/AFROTC Form 1. It is recommended that an adjustment be made to the WSSM program to identify these individuals on a separate listing. This listing could be used to either administratively disqualify the applicant or have a one member panel score and verify the disqualification. This use could potentially save the time of two board members.

After the WSSM has been validated, a similar procedure could be applied to the top 10% of the applicants. These records could also meet a panel consisting of one member. When this panel concurs with the WSSM ranking, those individuals would be awarded a scholarship. Two qualifiers are suggested. First, the individual must have received the maximum score of 120 points on the USAFA/AFROTC Form 1. Second, the individual must be rated at least 10% above the total applicants' mean in the five major areas. Likewise, the bottom 20% could be reviewed in the same manner. Those of the bottom 20% who received less than 100 points on the USAFA/AFROTC Form 1 could be administratively disqualified.

Another use of the WSSM, could be to prioritize the ranking of individuals who receive the same board score. The WSSM provides a more detailed scoring breakdown of the applicants. For example, on the November 1985 board 130 applicants received the same relative board score. In these cases, the national order of merit is determined by totaling the individuals' SAT or ACT scores and the high school ranking. These accounted for some of the gray areas in the Middle Quarters as discussed above. The "adjusted" scores are reviewed for ties. In this case, if any of the tied applicants

Additional benefits could be the streamlining of the process for the clearly superior applicants or the elimination of the

The purpose of this study was not to develop a system to replace the AFROTC 4-Year Scholarship Selection Board. It was designed to determine the feasibility of developing a WSSM as a tool to assist the board president, and AFROTC Headquarters personnel, in tracking the scoring of the selection board compared to an objective national order of merit. As determined by comparing the results of the November Scholarship Selection Board with the results of the WSSM applicant sample group, such a system is found to be possible. When validated as suggested above, the WSSM could well be used to identify discrepancies between board scores and an objective national order of merit.

SUMMARY

It is further recommended that the board survey be administered to several scholarship selection boards. When this information is obtained, a data base should be created and the results presented to a policy panel for the development of selection priorities. One of two techniques should be used in this group policy development process; judgment analysis or policy specifying (17:8). Judgment analysis would be appropriate when the predictor variables are high. Policy specifying technique should be used as the primary research method when low agreement exists (17:10). Once the policy for selection was set, the hierarchy for the WSSM could be adjusted accordingly.

When the capability to computer scan the selection folder documents is available, it is recommended that a data information sheet be developed utilizing the WSSM hierarchy. This would provide board members with the mean, mode, and standard deviation of each applicant compared to the other applicants meeting the same board. One drawback would be that once the board begins reviewing selection folders, additional applicants could not be added without changing the data base. Therefore, all selection folders meeting any particular board would have to be completely processed prior to the board convening. It is recommended that a trial run on a full board be accomplished when first practical and the scores be adjusted accordingly.

Just the one set of factors. score will be determined using the whole person concept rather than order of merit for individuals that receive the same relative board with the same score are awarded a scholarship. By using the WSSM, this situation is less likely to occur. In addition, the national fall within the scholarship cut-off range all of the applicants

marginally qualified. Thus saving valuable resources and manpower by reducing the number of board members required and assisting in the selection process to help identify successful performers prior to the actual performance of the task.

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APPENDIX

SCHOLARSHIP APPLICATION DOCUMENTS

FOR ROTC USE ONLY SEVER <input type="checkbox"/> AOB <input type="checkbox"/> CITIZENSHIP <input type="checkbox"/> CIVIL INVOLVEMENT		ROTC FOUR-YEAR SCHOLARSHIP APPLICATION		Form Approved - Office of Mgmt & Budget No 22-R0300	
NOTE: Please Type or Print All Entries Legibly.					
PART I - APPLICANT DATA					
1-1 Social Security Number		1-2 Name		1-3 Mailing Address	
Number, Street, Apt Number		Last Name, First Name		City, State, Zip Code	
1-4 Current Mailing Address		1-5 Date of Birth		1-6 State of Legal Residence	
Number, Street, Apt Number		Month, Day, Year		State, Zip Code	
NOTE: If current mailing address is different than permanent mailing address, indicate the inclusive dates you will reside at current mailing address.					
From		To		1-7 Name	
State		1-8 If you reside outside of the United States, Please Complete		Phone Number	
1-9 State of Legal Residence		Name of Country		1-10 Sex <input type="checkbox"/> Male <input type="checkbox"/> Female	
Aves Code		Phone Number		1-11 Date of Birth	
Month		Day		Year	
1-12 Do you have any moral obligations or personal convictions that will prevent you from immediately bearing arms and supporting or defending the Constitution of the United States from all enemies, foreign and domestic? (If "Yes", attach an explanation.) <input type="checkbox"/> Yes <input type="checkbox"/> No					
1-13 Citizenship - Are you a United States Citizen? <input type="checkbox"/> Yes <input type="checkbox"/> No a. If yes, indicate source of citizenship (Birth or Naturalization). <input type="checkbox"/> Birth <input type="checkbox"/> Naturalization					
b. If no, and citizenship has been applied for, give anticipated date citizenship will be granted Month Year					
1-14 Are you now or have you ever been a member of the U.S. Armed Forces, Reserves, National Guard, or U.S. Public Health Service (Signed on Enlistment Contract, DD Form 417 If "Yes", indicate Branch, Unit and address, inclusive dates of enlistment, and highest grade attained. If discharged, give date and type of discharge.) <input type="checkbox"/> Yes <input type="checkbox"/> No					
Service or Component		Unit		Enlistment (Mo/Yr to Mo/Yr)	
Grade		Discharge Date		1-15 Are you now, or have you ever been enrolled in an officer training program of the Army, Navy, or Air Force? Include ROTC, Marine Platoon Leaders School, Military Service Academies, and Reserve Academy Preparatory Schools (Signed on Enlistment Contract, DD Form 417 If "Yes", give place, dates of enrollment, type of program, and reason for discontinuation.) <input type="checkbox"/> Yes <input type="checkbox"/> No	
Officer Training Program		Enrollment (Mo/Yr to Mo/Yr)		Completed <input type="checkbox"/> Discontinued <input type="checkbox"/>	
1-16 Have you ever been arrested, detained, indicted, summoned into court, indicted or convicted for any violation of civil or military law (includes juvenile offenses and moving traffic violations)? If "Yes", give complete description of incident, name and place of court, nature of offense, date and disposition of case. Concealing or failing to report an arrest, or giving false information, may result in denial or suspension and elimination from consideration for membership in the ROTC College Scholarship Program. If additional space is required, continue on separate sheet. <input type="checkbox"/> Yes <input type="checkbox"/> No					
INVOLVEMENT *		DATE OF INVOLVEMENT		NAME AND ADDRESS OF ARRESTING AUTHORITY OR COURT	
2-1 High School Currently Attending		2-2 High School Attended		2-3 ACT/BAT Scheduled or Taken	
High School Name		Month, Year		ACT Month, Year	
2-4 Graduation Date		2-5 Planned Academic Major		2-6 Junior College, College or University Attended	
Month, Year		Institution		City, State, Zip Code	
2-7 Prior College Attended		2-8 College or University you wish to attend if selected as a scholarship principal or alternate. Do not include Service Academies.		2-9 College or University	
Month, Year		Institution		City, State, Zip Code	
2-10 1st Choice		2-11 2nd Choice		2-12 3rd Choice	
Institution		City, State, Zip Code		Institution, City, State, Zip Code	
2-13 4th Choice		2-14 5th Choice		2-15 6th Choice	
Institution		City, State, Zip Code		Institution, City, State, Zip Code	

DD FORM 1 MAR 70 1893

EDITION OF 1 NOV 72 IS OBSOLETE

PAGE 1

SCHOOL OFFICIAL: COMPLETE PART III

PART III - SCHOLASTIC RECORD
To be completed and authenticated by an authorized high school official

SPECIAL INSTRUCTIONS: Unless the candidate's exact or estimated rank in class or grade point average (GPA) is provided, the application is not complete. The candidate's rank in class should be calculated or estimated on the basis of his work through the 11th grade or the highest grade completed. Insure that a transcript of academic record for all high schools and preparatory schools attended is attached to this application.

1-1 Class Rank	National Rank in Class	Number of Students in Class	GPA	<input type="checkbox"/> Exact <input type="checkbox"/> Estimated	Based on Highest Grade Completed <input type="checkbox"/> 9, 10, 11 <input type="checkbox"/> 10, 11 <input type="checkbox"/> 9, 10, 11, 12 <input type="checkbox"/> 10, 11, 12
			/ A = _____ Grade		

1-2 Rank Information Explain class rank determination or weighting of grades in determining class rank, if required

1-3 Outstanding Academic Honors and Awards ☐ Other, please indicate

<input type="checkbox"/> Honor Roll <input type="checkbox"/> National Honor Society <input type="checkbox"/> National Merit Scholarship Best Finalist	10 11 12 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	10 11 12 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
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PART IV - ATHLETIC AND EXTRACURRICULAR ACTIVITIES
Section A - Extracurricular Activities

READ CAREFULLY - Identify only those activities in which you engaged during school grades 10-12. ROTC is particularly interested in identifying activities in which an applicant has participated which involve responsibility and leadership. Activities other than those listed below should be added only if they involve considerable responsibility of leadership.

1-1 Complete Details

A. STUDENT GOVERNMENT												F. PUBLICATIONS EXPERIENCE																																							
Student Council				Class Officer				School Club				ROTC USE ONLY				School Paper				Year Book				School Magazine				ROTC USE ONLY																							
10 11 12				10 11 12				10 11 12								10 11 12				10 11 12				10 11 12																											
President				Vice-President				Secretary				Treasurer				Representative				Editor				Business Mgr				Circulation Mgr				Advertising Mgr				Picture Editor				Sports Editor				Photo Editor				News Editor			
<input type="checkbox"/>				<input type="checkbox"/>				<input type="checkbox"/>				<input type="checkbox"/>				<input type="checkbox"/>				<input type="checkbox"/>				<input type="checkbox"/>				<input type="checkbox"/>				<input type="checkbox"/>				<input type="checkbox"/>				<input type="checkbox"/>				<input type="checkbox"/>				<input type="checkbox"/>			

B. DISTRICT, STATE OR NATIONAL ORGANIZATION (GPA, PGA, PTA, G-H, BOY'S STATE, BOY'S NATION, ETC.)															
National Convention				State Convention				District Convention							
10 11 12				10 11 12				10 11 12							
President				Vice-President				Delegate				Representative			
<input type="checkbox"/>				<input type="checkbox"/>				<input type="checkbox"/>				<input type="checkbox"/>			

Identify Organization _____

C. MUSICAL ACHIEVEMENTS																			
Orchestra				Band				Chorus											
10 11 12				10 11 12				10 11 12											
All State Recognition				Director				Leader				Member				Drum Major			
<input type="checkbox"/>				<input type="checkbox"/>				<input type="checkbox"/>				<input type="checkbox"/>				<input type="checkbox"/>			

D. INDIVIDUAL AWARDS (Include awards in Science, Speech or Citizenship contests) (Do not include Scholastic Awards)															
National				State				District							
10 11 12				10 11 12				10 11 12							
First, Second, and Third Place Awards only				<input type="checkbox"/>				<input type="checkbox"/>				<input type="checkbox"/>			

Identify Contest and Award _____

E. BOY/BNL SCOUTS OF AMERICA (Include Rank or Position Held)											
<input type="checkbox"/> Member <input type="checkbox"/> Quartermaster <input type="checkbox"/> Junior Assistant Scoutmaster <input type="checkbox"/> Post President <input type="checkbox"/> Scout Officer				<input type="checkbox"/> Eagle <input type="checkbox"/> First Class <input type="checkbox"/> Assistant Scoutmaster <input type="checkbox"/> Cabinet Officer				<input type="checkbox"/> First Class <input type="checkbox"/> Assistant Scoutmaster <input type="checkbox"/> Cabinet Officer			

I. PAID WORK (Report average weekly employment during each academic year)															
None				5 Hrs or Less				10-15 Hrs				16-20 Hrs			
10 11 12				10 11 12				10 11 12				10 11 12			
<input type="checkbox"/>				<input type="checkbox"/>				<input type="checkbox"/>				<input type="checkbox"/>			
				20-25 Hrs				26-30 Hrs				More than 30 Hrs			
				10 11 12				10 11 12				10 11 12			

Identify Employer _____

J. PILOT OR RADIO OPERATOR EXPERIENCE											
Type and License No <input type="checkbox"/> Private Pilot No _____ <input type="checkbox"/> Commercial Pilot No _____ Radio Operator's License and Call Sign <input type="checkbox"/> _____ Type Call Sign _____											

AND VALIDATE/CERTIFY PART IV.

Section 5 - Athletic Activities																												
INSTRUCTIONS: (Numbers refer to numbers at head of column) 1. In this section, show your participation on school sponsored teams in these sports during grades 10, 11, and 12. 2. If you earned varsity letters, mark the corresponding year(s) for each sport. 3. Credit yourself under this category only if you were team captain, or co-captain, for the entire season. 4-7. Self explanatory. 8. In this section credit yourself for participation in intramural sports and non-school sponsored teams such as Babe Ruth, American Legion, Pony League, etc.																												
4-3 Sports	1 Participation on School Teams			2 Varsity Letters Earned			3 Varsity Team Captain or Co-Captain for Entire Season			4 State or Conference Record Holder			5 All-City, District or Conference 1st Team Only			6 All-State or All-American High School 1st or 2nd Team			7 Student Manager or Trainer of School Team			8 Participation on Non-School Teams (Babe Ruth, Intra- mural, etc.)			DO NOT USE THIS COLUMN			
Baseball	10	11	12	10	11	12	10	11	12	10	11	12	10	11	12	10	11	12	10	11	12	10	11	12	10	11	12	
Basketball																												
Boxing																												
Cross Country																												
Fencing																												
Football																												
Golf																												
Gymnastics																												
Hockey (Field or Ice)																												
Lacrosse																												
Rifle/Pistol																												
Rugby																												
Shooting																												
Soccer																												
Swimming/Divng																												
Tennis																												
Track (Indoor or Outdoor)																												
Wrestling (Judo or Karate)																												
Other (Identify)																												
Other (Identify)																												

4-3 REMARKS: Provide explanation for title or no athletic or extracurricular activities, or for activities not covered above.

NOTE TO SCHOOL OFFICIAL: The above information on the student's activities is an important criterion in the College Scholarship Program selection process. Please enter your signature below as validation of school data, athletic activities and extracurricular activities as reported here by the applicant. (This form must be received by 15 December in order for applicant to be considered at time of final selection.)

I certify that the above information concerning scholastic, athletic and extracurricular activities data is complete and correct to the best of my knowledge.

Date _____ X _____

Signature of School Official _____ School Position or Title _____

Section C - Military Training Programs/Background						
4-4 Junior ROTC Program Membership	PROGRAM <input type="checkbox"/> Air Force <input type="checkbox"/> Army <input type="checkbox"/> Navy <input type="checkbox"/> Marines	Unit Designation Year Participated: 9 10 11 12 <div style="text-align: center;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div>	Identify Positions Held _____ 10 11 12 _____ <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	ROTC USE ONLY		
4-5 CAP, NACC, ETC.	ORGANIZATION <input type="checkbox"/> CAP <input type="checkbox"/> NACC <input type="checkbox"/> _____ <i>(Other (Identify))</i>	Unit Designation Year Participated: 9 10 11 12 <div style="text-align: center;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div>	Identify Positions Held _____ 10 11 12 _____ <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			
4-6 Foreign Travel a. Have you visited any of the countries listed below after the date indicated for each? <input type="checkbox"/> Yes <input type="checkbox"/> No b. Do you have any immediate relatives (Spouse, parent, brother, sister or offspring) residing in any of the countries listed below? <input type="checkbox"/> Yes <input type="checkbox"/> No <div style="font-size: x-small; margin-top: 5px;"> NOTES: If you to either question, attach a complete explanation on a separate sheet. Albania (11 Jan 1948), Bulgaria (27 Oct 1948), Chinese Peoples Republic (Communist China) (including Tibet) (1 Jan 1949), Cuba (2 Dec 1960), Czechoslovakia (26 Feb 1949), Democratic Peoples Republic of Korea (North Korea; above the 38th Parallel) (8 Sep 1949), Democratic Republic of Vietnam (North Vietnam) (10 Dec 1949), Estonia (15 Jan 1949), German Democratic Republic (DDR) (East Germany) (11 Apr 1949), Hungary (1 Jan 1947), Kurler Islands and South Sakhalin (Kurelin) (8 Sep 1949), Latvia (12 Jan 1949), Lithuania (15 Jan 1949), Poland (7 Feb 1947), Republic of San Marino (14 Mar 1949), Romania (30 Dec 1947), Soviet Union of Berlin (1 Apr 1949), Union of Soviet Socialist Republics (USSR) (26 Oct 1923), Yugoslavia (11 Nov 1948). *Terminated 26 Oct 1967. </div>						
4-7 State briefly why you desire to receive a commission as an officer or pursue a military career.						
Date		Applicant's Signature				
4-8 Parent or Legal Guardian's Name and Address						
4-10 As parent/legal guardian of _____, I understand I will have to give my consent to his enlistment in a Reserve Component of the Armed Forces (if applicant will not reach age 18 at time of enlistment) and to his entering in contract which leads to commission (if under age 21). I further understand that if a commission is tendered, that an active duty obligation will be incurred.						
Date		Signature of Parent/Legal Guardian				

FOR A FASTER RESPONSE, SUBMIT THIS FORM, THE DATA ENTRY FORM, YOUR HIGH SCHOOL TRANSCRIPT, AND ACT/SAT SCORE REPORTS IN THE SAME ENVELOPE TO THE AFROTC FOUR-YEAR SCHOLARSHIP BRANCH.

AFROTC FOUR-YEAR SCHOLARSHIP DATA ENTRY

(See Privacy Act Statement on reverse before providing requested information. (Type or print using block letters.)

PART I - PERSONAL IDENTIFICATION

1-2	Format	3-11	SOCIAL SECURITY NUMBER	IMPORTANT For Alphabetic Os, use O. For numeric zeros, use 0
7	A			
12-30	LAST NAME, FIRST NAME, MIDDLE INITIAL			
39-50	MAILING ADDRESS - NUMBER, STREET, APT NUMBER			
59-73	CITY OR APO		74-75	STATE
				76-80
				ZIP CODE OR APO

PART II - PERSONAL IDENTIFICATION INFORMATION (Continued)

1-2	Format	3-11	SOCIAL SECURITY NUMBER	12-18	LAST NAME (1st & Last)	17	
7	B					3	
19-27	AREA CODE	TELEPHONE NUMBER	28	SEX	29-34	DATE OF BIRTH	
			M-Male F-Female		Year	Month	Day
					35	RACE	
						C - Caucasian N - Black X - Other	

FOR AFROTC USE ONLY

38-39		39-42		UNIT NO First Choice
43-46		47-51		
59		60-61		62-65
				SAT
				OR
				ACT

PART III - HIGH SCHOOL INFORMATION

1-2	Format	3-11	SOCIAL SECURITY NUMBER	12-18	LAST NAME (1st & Last)
7	C				
17-30	HIGH SCHOOL CURRENTLY ATTENDING				
37-51	CITY OR APO		52-53	STATE	54-58
					ZIP CODE OR APO

PART IV - ACADEMIC MAJOR PREFERENCES - Enter only codes listed in this application booklet.

1-2	Format	3-11	SOCIAL SECURITY NUMBER	12-18	LAST NAME (1st & Last)
7	U				
17-20	ACADEMIC MAJOR CHOICES		21-24	2d Choice	
				25	AF ACADEMY INTEREST

AFROTC FORM 101
AUG 82

PREVIOUS EDITIONS MAY BE USED

AFROTC 4-YEAR SCHOLARSHIP PROGRAM - STATEMENT OF RECOMMENDATION

(This form is subject to the Privacy Act of 1974.)

PRIVACY ACT STATEMENT

AUTHORITY: 10 USC 2101. **PRINCIPAL PURPOSE:** To provide a Statement of Recommendation by either a high school principal or guidance counselor, on a 4-year AFROTC scholarship program applicant. The Statement of Recommendation is used by the 4-year AFROTC Central Scholarship Selection Board in the evaluation of an applicant for a 4-year Scholarship. **ROUTINE USES:** Information may be disclosed for any of the blanket routine uses published by the Air Force. **DISCLOSURE:** Disclosure is voluntary. The effect of not receiving the form might be detrimental to the applicant when his records are reviewed by the 4-year Central Scholarship Selection Board for scholarship consideration.

NOTE TO SCHOOL OFFICIAL: Please complete and return this form directly to the address listed. DO NOT RETURN TO STUDENT.

IDENTIFICATION SECTION

AFROTC SCHOLARSHIP APPLICANT	NAME (Last, First, and Middle)	SOCIAL SECURITY NUMBER
	MAILING ADDRESS (Number, Street, City, State, Zip Code)	DATE
IMPORTANT	MAIL TO: AFROTC/4-YEAR SCHOLARSHIP BRANCH MAXWELL AFB AL 36112-6663	

I. INSTRUCTIONS

- To be completed by the high school principal or guidance counselor.
- Please print or type.
- Personal characteristics - please circulate this form among the student's present teachers and have them indicate, by using checks, the student's personal characteristics in Part II.
- Comments and Recommendations - Provide a specific statement in Part III, regarding the applicant's character, leadership ability, effectiveness in working with others, judgement, adaptability, physical fitness, writing ability, oral expression, and bearing and behavior.

II. PERSONAL CHARACTERISTICS

THE FOLLOWING CHARACTERIZATIONS ARE DESCRIPTIONS OF BEHAVIOR. WHERE POSSIBLE INCLUDE THE JUDGMENTS OF A NUMBER OF THE PUPIL'S PRESENT TEACHERS BY USING CHECKS, AS IN THE EXAMPLE BELOW:

Example: MOTIVATION

Purposeless	Vacillating	Usually Purposeful	Effectively Motivated	Highly Motivated

The example indicates the most frequent or modal behavior of the pupil as shown by the agreement of five of the eight teachers reporting. The location of the checks, to the left and right indicates that one teacher considers the pupil VACILLATING and that two teachers consider him HIGHLY MOTIVATED. If preferred, Academic subjects may be entered in place of the checkmarks.

MOTIVATION	Purposeless	Vacillating	Usually purposeful	Effectively motivated	Highly motivated
INDUSTRY	Seldom works even under pressure	Needs constant pressure	Needs occasional prodding	Prepares assigned work regularly	Seeks additional work
INITIATIVE	Merely conforms	Seldom initiates	Frequently initiates	Consistently self-reliant	Actively creative
INFLUENCE AND LEADERSHIP	Negative	Cooperative but retiring	Sometimes in minor affairs	Contributing in important affairs	Judgement respected - makes things go
CONCERN FOR OTHERS	Indifferent	Self-centered	Somewhat socially concerned	Generally concerned	Deeply and actively concerned
RESPONSIBILITY	Unreliable	Somewhat dependable	Usually dependable	Conscientious	Assumes much responsibility
INTEGRITY	Not dependable	Questionable at times	Generally honest	Reliable, dependable	Consistently trustworthy
EMOTIONAL STABILITY	Hyperemotional or apathetic	Excitable or unresponsive	Usually well-balanced	Well-balanced	Exceptionally stable
COMMUNICATIVE SKILL	Rambling	Lacks clarity	Understandable	Articulate	Persuasive

AFROTC FORM 102
FEB 65

PREVIOUS EDITION WILL BE USED.

III. COMMENTS AND RECOMMENDATIONS		
<i>(Attach a separate sheet if necessary.)</i>		
IV. MOTIVATION		
BASED UPON YOUR KNOWLEDGE OF THE STUDENT, STATE THE REASON YOU FEEL THE STUDENT IS APPLYING FOR AN AIR FORCE ROTC 4-YEAR SCHOLARSHIP.		
V. ACADEMIC POTENTIAL		
BASED ON YOUR EXPERIENCE AND THE STUDENT'S ACADEMIC ACHIEVEMENTS, INDICATE THE STUDENT'S POTENTIAL TO SUCCESSFULLY COMPLETE COLLEGE. <input type="checkbox"/> LITTLE CHANCE OF SUCCESS <input type="checkbox"/> MAY ENCOUNTER DIFFICULTY <input type="checkbox"/> AVERAGE <input type="checkbox"/> ABOVE AVERAGE <input type="checkbox"/> SUPERIOR		
VI. SPECIFIC RECOMMENDATION		
BASED ON YOUR KNOWLEDGE, HOW DO YOU RECOMMEND THIS STUDENT? <input type="checkbox"/> PREFER NOT TO MAKE A RECOMMENDATION <input type="checkbox"/> NOT RECOMMENDED FOR COLLEGE OR AIR FORCE OFFICER TRAINING <input type="checkbox"/> RECOMMENDED		
VII. EVALUATING OFFICIAL		
NAME AND TITLE	SIGNATURE	
NAME OF HIGH SCHOOL	NUMBER, STREET, CITY, STATE AND ZIP CODE	
VII. JUNIOR ROTC INSTRUCTOR EVALUATION: DOES THE SCHOOL HAVE JUNIOR ROTC? <input type="checkbox"/> YES <input type="checkbox"/> NO		
CURRENTLY ENROLLED IN JROTC? <input type="checkbox"/> YES <input type="checkbox"/> NO	JROTC PROGRAM <input type="checkbox"/> AIR FORCE <input type="checkbox"/> ARMY <input type="checkbox"/> NAVY <input type="checkbox"/> MARINES	JROTC UNIT DESIGNATION YEARS PARTICIPATED <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
COMMENTS BY THE JUNIOR ROTC INSTRUCTOR PERTAINING TO THE STUDENT'S PERFORMANCE AND SUITABILITY FOR MILITARY SERVICE AS AN AIR FORCE OFFICER. LIST AWARDS RECEIVED AND COMPS POSITIONS HELD. IF YOUR PERSONAL KNOWLEDGE OF THE STUDENT IS LIMITED, PLEASE STATE SO. ATTACH A SEPARATE SHEET IF NECESSARY.		
DATE	NAME OF INSTRUCTOR (Please Print)	SIGNATURE
AUTHORIZATION FOR ACCOMPLISHMENT AND RELEASE OR STATEMENT OF RECOMMENDATION		
TO WHOM IT MAY CONCERN: I authorize accomplishment and release of all parts of the confidential statement of recommendation pertaining to my qualifications as a candidate for a 4-year scholarship and as a future officer in the USAF. I understand this information will be considered discreet information and is to be used only by the AFROTC Scholarship Selection Board. This form is subject to the provisions of the Privacy Act and the Freedom of Information Act.		
DATE	SIGNATURE OF APPLICANT	

USAFA CANDIDATE EVALUATION/AFROTC 4-YEAR SCHOLARSHIP EVALUATION

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(AFROTC Only: Fill in applicant's SSAN above. Use No. 2 pencil)

Applicant Candidate Name		Assigned Liaison Officer (USAFA Only)	
Address			
Telephone			
The individual identified above is a(n): (mark one) <input type="checkbox"/> AFROTC 4-Year Scholarship Applicant <input type="checkbox"/> USAF Academy Candidate		(USAFA Only) Mail this evaluation by:	The Assigned Liaison Officer identified above should submit the evaluation on this coded form. If the assignment is incorrect follow the instructions on the back of this form.

EVALUATION INSTRUCTIONS: MARK ONE ☐ IN EACH SECTION (A-H). Use No. 2 pencil.

A. SELF-CONFIDENCE → <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
1 Nervous and ill-at-ease; must be prodded for information; completely negative self image. 2 Is apologetic; volunteers little information; shows desire to escape interview as soon as possible. 3 Appears at ease; reacts adequately with interviewer; shows moderate sense of self-worth. 4 Mature and comfortable; assists interviewer by volunteering information; is assertive. 5 Extremely mature, fully at ease, fully aware of what is expected in an interview.	
B. HUMAN RELATIONS → <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
1 Extremely passive personality; a loner; low self-image; hostile; shows no concern for others. 2 Passive personality; lacks tact; inconsistent in working with others. 3 Appears concerned with others; will probably facilitate attainment of group goals. 4 Strong, engaging personality; encourages and supports others. 5 Eagerly participates with others; extremely effective in a group; charismatic.	
C. PLANNING AND ORGANIZING → <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
1 Disorganized; no short/long-term priorities; no attempt to correct time management problems. 2 Sets no priorities but manages to "get by"; little effort to correct time management or organization problems. 3 Generally well organized; usually plans a daily schedule; few long term priorities. 4 Very effective organizer and planner; sets priorities and generally meets objectives. 5 Outstanding manager and organizer; sets priorities and meets objectives consistently; corrects potential problems.	
D. COMMUNICATIVE SKILLS → <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
1 Inarticulate; does not understand questions; cannot provide clear answers; gross misuse of grammar; no eye contact. 2 Gropes for the correct word; responses disorganized; poor grammar; lack of confidence; avoids eye contact. 3 Speaks correctly and clearly; expresses ideas accurately; few problems with grammar; good eye contact. 4 Articulate; excellent grammar usage; effective delivery; good organization of thoughts; excellent eye contact. 5 Very articulate; perfect grammar; outstanding gestures and eye contact; expressive and convincing.	
E. LEADERSHIP → <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
1 Shows no initiative; does not accept responsibility; reluctant to make decisions; no attempt to influence others. 2 Little initiative; tends to put off necessary decisions; hesitates to become involved in difficult situations. 3 Displays initiative; accepts responsibility; sometimes influences others; needs help in difficult situations. 4 Demonstrates a high degree of initiative; accepts responsibility by volunteering; opinion sought by others. 5 Demonstrates outstanding initiative and influence; eagerly seeks out responsibility; advice followed by others.	
F. MOTIVATION TOWARD AIR FORCE → <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
1 No motivation toward the Air Force; uninterested; no real desire to be interviewed. 2 Lukewarm; noncommittal; very little knowledge of the Air Force/AFROTC/AF Academy. 3 Interested in a scholarship/appointment and willing to accept active duty commitments in return for same. 4 Enthusiastic about becoming an Air Force officer; desires to make a good impression. 5 Highly motivated toward the Air Force and officership; prepared for the interview; eager to make a good impression.	
G. BCT/CADET LIFE PREPARATION (USAFA Only) → <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
1 No familiarity with the USAF Academy or what is expected of a cadet. 2 A vague idea about the Academy/cadet life; has not met a cadet nor been to the Academy. 3 Familiar with the general contents of the catalog; has not met a cadet nor been to the Academy. 4 Familiar with specifics of the catalog contents; has met a cadet or been to the Academy. 5 Very familiar with the specifics of the catalog; knows cadets; has been to the Academy.	
H. My recommendation for selection → <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
(Mark one <input type="checkbox"/> Use back for comments) Not recommended With reservation Moderate High Very High	

USAFA/AFROTC FORM 85 1

Continued on Reverse Side

USAFA (COML) USAF ACADEMY CO

APPENDIX

SCHOLARSHIP SELECTION BOARD SURVEY

INTRODUCTION

In this questionnaire you will be asked to answer questions about the ROTC Four-Year Scholarship Application folder based on your experience as a selection board member.

For questions one through five please indicate how much you agree or disagree with each statement by indicating the letter which most appropriately reflects your feeling on the response line under each question. Select only one response to each question. For your convenience, the scale will appear at the top of each page in this section. Additionally, you will find room for written comments after each question should you have any.

STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE
A	B	C	D	E

1. The applicant's state of legal residence should be considered in the selection process.

Response _____

Comments:

2. The applicant's sex should be considered in the selection process.

Response _____

Comments:

3. The applicant's age should be considered in the selection process (not to include the maximum and minimum requirements).

Response: _____

Comments:

4. Applicants with prior service experience were generally ranked higher.

Response: _____

Comments:

5. An applicant's planned academic major should be used in determining scholarship selection.

Response: _____

Comments:

Questions six through sixty-four pertain to how much an item influenced your ratings of a particular item. please select the single best response for each question.

Totally Influenced	Greatly Influenced	Somewhat Influenced	Little Influence	No Influence
A	B	C	D	E

6. The score an applicant received on an SAT/ACT influenced my rating.

Response: _____

Comments:

7. An applicant's GPA influenced my rating.

Response: _____

Comments:

8. An applicant's choice of college or university influenced my rating.

Response: _____

Comments:

9. Numerical ranking in class influenced my rating.

Response: _____

Comments:

10. The number of students in an applicant's class influenced my rating.

Response: _____

Comments:

Totally Influenced	Greatly Influenced	Somewhat Influenced	Little Influence	No Influence
A	B	C	D	E

11. The fact that an applicant worked 15 hours or less per week influenced my rating.

Response: _____

Comments:

12. The fact that an applicant worked 15-25 hours per week influenced my rating.

Response: _____

Comments:

13. The fact that an applicant worked more than 25 hours per week influenced my rating.

Response: _____

Comments:

14. The fact that an applicant had a private pilot's license influenced my rating.

Response: _____

Comments:

15. The fact that an applicant had a commercial pilot's license influenced my rating.

Response: _____

Comments:

Totally Influenced	Greatly Influenced	Somewhat Influenced	Little Influence	No Influence
A	B	C	D	E

16. The fact that an applicant had a radio operator's license influenced my rating.

Response: _____

Comments:

17. The fact that an applicant was the President of: the student council, his/her class and/or a school club during the Sophomore year influenced my rating.

Response: _____

Comments:

18. The fact that an applicant was the President of: the student council, his/her class and/or a school club during the Junior year influenced my rating.

Response: _____

Comments:

19. The fact that an applicant was the President of: the student council, his/her class and/or a school club during the Senior year influenced my rating.

Response: _____

Comments:

20. The fact that an applicant was the Vice president of: the student council, his/her class and/or a school club during the Sophomore year influenced my rating.

Response: _____

Comments:

Totally Influenced	Greatly Influenced	Somewhat Influenced	Little Influence	No Influence
A	B	C	D	E

21. The fact that an applicant was the Vice President of: the student council, his/her class and/or a school club during the Junior year influenced my rating.

Response: _____

Comments:

22. The fact that an applicant was the Vice President of: the student council, his/her class and/or a school club during the Senior year influenced my rating.

Response: _____

Comments:

23. The fact that an applicant was the Secretary/Treasurer of: the student council, his/her class and/or a school club during the Sophomore year influenced my rating.

Response: _____

Comments:

24. The fact that an applicant was the Secretary/Treasurer of: the student council, his/her class and/or a school club during the Junior year influenced my rating.

Response: _____

Comments:

25. The fact that an applicant was the Secretary/Treasurer of: the student council, his/her class and/or a school club during the Senior year influenced my rating.

Response: _____

Comment:

Totally Influenced	Greatly Influenced	Somewhat Influenced	Little Influence	No Influence
A	B	C	D	E

26. The fact that an applicant was President or Vice President for an organization's national, state or district convention influenced my rating.

Response: _____

Comments:

27. The fact that an applicant was a delegate/representative for an organization's national, state or district convention influenced my rating.

Response: _____

Comments:

28. The fact that an applicant placed first, second or third for a national, state or district award influenced my rating.

Response: _____

Comments:

29. The fact that an applicant was a member of the Boy or Girl Scouts of America influenced my rating.

Response: _____

Comments:

30. The fact that an applicant held a rank or position above member in the Boy or Girl Scouts of America influenced my rating.

Response: _____

Comments:

Totally Influenced	Greatly Influenced	Somewhat Influenced	Little Influence	No Influence
A	B	C	D	E

31. The fact that an applicant held an editor's position on the school paper, year book or school magazine influenced my rating.

Response: _____

Comments:

32. The fact that an applicant held a manager's position on the school paper, year book or school magazine influenced my rating.

Response: _____

Comments:

33. The fact that an applicant was a director or writer for a 3-act play, 1-act play or for a dramatic contest influenced my rating.

Response: _____

Comments:

34. The fact that an applicant was an actor or stagehand for a 3-act play, 1-act play or for a dramatic contest influenced my rating.

Response: _____

Comments:

35. That fact that an applicant was involved in public appearances for a debating team, as Master of Ceremonies or to give honorary speeches influenced my rating.

Response: _____

Comments:

Totally Influenced	Greatly Influenced	Somewhat Influenced	Little Influence	No Influence
A	B	C	D	E

36. An applicant's participation on any school team(s) influenced my rating.

Response: _____

Comments:

37. An applicant's participation on particular school team(s) influenced my rating. (If so, which sport(s).)

Response: _____

Comments:

38. An applicant earning varsity letter(s) influenced my rating.

Response: _____

Comments:

39. An applicant earning varsity letter(s) in any particular sports influenced my rating. (If so, which sport(s).)

Response: _____

Comments:

40. An applicant being a varsity team captain or co-captain for an entire season influenced my rating.

Response: _____

Comments:

Totally Influenced	Greatly Influenced	Somewhat Influenced	Little Influence	No Influence
A	B	C	D	E

41. An applicant being a varsity team captain or co-captain for an entire season for a particular sport(s) influenced my rating. (If so, which sport(s).)

Response: _____

Comments:

42. An applicant being a state or conference record holder in a sport(s) influenced my rating.

Response: _____

Comments:

43. An applicant being a state or conference record holder in a particular sport(s) influenced my rating. (If so, which sport(s).)

Response: _____

Comments:

44. An applicant being a member of an All-City, District or Conference 1st team in any sport influenced my rating.

Response: _____

Comments:

45. An applicant being a member of an All-City, District or Conference 1st team in a particular sport(s) influenced my rating. (If so, which sport(s).)

Response: _____

Comments:

Totally Influenced	Greatly Influenced	Somewhat Influenced	Little Influence	No Influence
A	B	C	D	E

46. An applicant being a member of an All-State or All-American High School 1st or 2nd team influenced my rating.

Response: _____

Comments:

47. An applicant being a member of an All-State or All-American High School 1st or 2nd team in a particular sport(s) influenced my rating. (If so, which sport(s).)

Response: _____

Comments:

48. An applicant being the student manager or trainer of a school team(s) influenced my rating.

Response: _____

Comments:

49. An applicant being the student manager or trainer of a particular school team(s) influenced my rating. (If so, which sport(s).)

Response: _____

Comments:

50. An applicant's participation on a particular non-school team(s) influenced my rating. (If so, which sport(s).)

Response: _____

Comments:

Totally Influenced	Greatly Influenced	Somewhat Influenced	Little Influence	No Influence
A	B	C	D	E

51. An applicant's participation in a Junior ROTC influenced my rating.

Response: _____

Comments:

52. An applicant's length of time in a Junior ROTC influenced my rating. (If so, how long?)

Response: _____

Comments:

53. An applicant's position(s) held in Junior ROTC influenced my rating. (If so, which position(s).)

Response: _____

Comments:

54. An applicant's participation in CAP, NACC, or a similar organization influenced my rating.

Response: _____

Comments:

55. An applicant's position(s) held in a CAP, NACC, or a similar organization influenced my rating. (If so, which position(s).)

Response: _____

Comments:

Totally Influenced	Greatly Influenced	Somewhat Influenced	Little Influence	No Influence
A	B	C	D	E

56. The number of high schools that an applicant attended influenced my opinion.

Response: _____

Comments:

Questions number 57 through 64 pertain to the AFROTC 4-Year Scholarship Program Statement of Recommendation (AFROTC Form 102).

57. The rating given an applicant in Section IV (Motivation) on the AFROTC Form 102 influenced my rating.

Response: _____

Comments:

58. The rating given an applicant in Section V (Academic Potential) on the AFROTC Form 102 influenced my rating.

Response: _____

Comments:

59. The rating given an applicant in Section VI (Specific Recommendation) on the AFROTC Form 102 influenced my rating.

Response: _____

Comments:

Totally Influenced	Greatly Influenced	Somewhat Influenced	Little Influence	No Influence
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A	B	C	D	E
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60. The evaluation given an applicant in Section VIII (Junior ROTC Instructor Evaluation) on AFROTC Form 102 influenced my rating.

Response: _____

Comments:

61. I was able to differentiate between applicants based on the information contained in their Statement of Recommendation (AFROTC Form 102).

Response: _____

Comments:

62. Most Statements of Recommendation were useful to me in the selection process.

Response: _____

Comments:

63. Statements of Recommendation took on added importance when there was a borderline applicant.

Response: _____

Comments:

64. An applicant's rating that was "firewalled" in Section II (Personal Characteristics) on AFROTC Form 102 influenced my rating.

Response: _____

Comments:

The items in questions 65 through 72 were extracted from the AFROTC Form 102 in the order they appear. Please rank-order these categories from one through eight based on the relative importance you gave them in determining the scoring of an applicant (number eight being the most important; number one being the least important; no ties please).

65. Motivation_____

66. Industry_____

67. Initiative_____

68. Influence &
Leadership_____

69. Concern for
Others_____

70. Responsibility_____

71. Integrity_____

72. Emotional
Stability_____

The items in questions 73 through 79 were taken from the USAFA/AFROTC Form 1 in the order in which they appear. Please rank-order these categories from one through seven based on the relative importance you gave them in determining the scoring of an applicant (number seven being the most important; number one being the least important; no ties please).

- 73. Self-Confidence_____
- 74. Human Relations_____
- 75. Planning and Organizing_____
- 76. Communicative Skills_____
- 77. Leadership_____
- 78. Motivation Towards
the Air Force_____
- 79. Overall Recommendation_____